

# How Engaged are your Stakeholders?

Introduction to the Stakeholder  
Engagement Session  
JISC Curriculum Delivery  
Programme Meeting 12 May 09

## Purpose

- To exchange ideas, experience, models and approaches that lead to successful engagement of teaching staff, learners and academic managers and encourage action that results in transformational change to course/curriculum delivery.

## Outcomes from the Session

- Reflect upon stakeholder engagement strategies and approaches being implemented by your peers and compare them to your own.
- Assess whether you need to enhance/ change planned stakeholder engagement activities and take action to achieve better ownership and commitment to the project from teaching practitioners, learners and academic managers.

# Findings from other work:

## 1. Academic Managers

- Academic Managers play a crucial role in creating a safe and supported environment where Practitioners can experiment with new learning and teaching practices. If this is not forthcoming, change to course delivery is more tentative.

# 1. Academic Managers

- Practitioners tend to revert back to old ‘tried and tested’ practices when things don’t work, especially if the practitioner is criticised by their line managers. Academic managers can fail to recognise that a change or refinement to practice does not automatically lead to success in the short-term (especially when success is defined in terms of learner satisfaction and learner achievement).
- If lasting and measurable change is to be achieved, Practitioners need direction, support and encouragement from Academic managers (as opposed to a blame or ‘told you so’ culture) when things don’t work as planned.

## 2. Teaching Practitioners

- Induction is needed to promote and demonstrate the value added to the learning experience from adopting technology-enhanced learning and teaching methods.
- Change to course delivery methods is accelerated when teaching practitioners work in peer groups rather than in isolation and the change is actively directed by the curriculum manager or programme leader.
- Staff development activities should be designed using the same pedagogic principles underpinning changes to curriculum delivery to enable staff to experience new curriculum delivery approaches firsthand.
- To be transformational, new curriculum delivery methods need to be used consistently across all modules of a course/programme.

## 3. Learners

- Learners need to be prepared and supported to cope with planned changes to curriculum delivery methods. This requires changes to induction and on-going guidance and support systems.
- Time and resource must be devoted to getting learners 'ready' to take shared responsibility for achieving learning outcomes.
- Assessment approaches should be consistent with new curriculum delivery methods

Do you have a clear view of all the relevant stakeholders for your project and the sorts of commitment and change you want from them?

Are they clearly defined and do you have a plan for engagement?

**TIP**

**Write down the sorts of changes you anticipate will happen if your project is successful. Use evaluation to ascertain the extent to which these changes take place.**

**Examples of different approaches to Stakeholder Engagement are on the Handout Provided: note the differences in emphasis and detail.**

# Activity

- Using the Activity Sheet provided, discuss the way you have defined the stakeholders for your project and your plans and arrangements to engage them. Give particular focus to teaching staff, academic managers and learners.
- The discussions will be facilitated by a critical friend.
- Record key points using the flip chart provided and
- Appoint a member of your group to feedback key points.