

## STEM Employer Engagement Toolkit: Introduction and How to Use Guide

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## STEM Employer Engagement Toolkit: Introduction and How to Use Guide

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**1. Title:** STEM Employer Engagement Toolkit: Introduction and How to Use Guide

## 2. Attribution

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**3. Keywords:** SW HE STEM, Employer Engagement, Plymouth University, Weymouth College

## 4. Resource Summary

The series of materials that make up the STEM Employer Engagement Toolkit have been created as part of the South West HE STEM Project 2011 - 12 [ <http://www.hestem-sw.org.uk/> ], particularly the sub project: Mechanisms for sustainable employer engagement: workflows, protocols and risk assessment tool.

The project sought to create a toolkit of customisable resources to facilitate employer engagement in the STEM sector. Guides have been produced to support staff working directly with employers and/or staff managing or supporting staff working with employers.

Guides have been produced that deal with specific needs [both current and historic] identified by two organisations, one a university, the other a further education college, as part of their work to facilitate employer engagement. Contributions have also been made by colleagues involved from partner SW HE STEM projects. However, all guides are designed to be customisable for use by any educational body and could be adapted for use within a wide range of employer engagement contexts.

**The key target audience are staff undertaking Employer Engagement work on behalf of Higher Education Institutions [HEIs]/Further Education Colleges [FECs], in particular they are will help support those new to this work.**

A great deal of work is undertaken at an institutional level concerning employer engagement strategies, operational policies and highly specific local practice. The objective here is not to replicate of detail these systems but to focus on the **initial, exploratory and developmental phases of employer engagement**. However, the materials in the series will **help employer engagement practitioners to connect their work to wider institutional strategies, policies and drivers for employers and HEI/FECs**; especially with regard to how their work can help deliver on strategy for both HEI/FEC & employer. This includes assisting practitioners in recognising and avoiding some of the potential risks associated with employer engagement work.

**The key use context focus for the materials is employer engagement activity undertaken face-to-face, at an employer's premises and where the member of HEI/FEC staff is the sole representative of their organisation.**

The following resources are included in the toolkit – All available at the UPlaCe repository: <http://uplace.org.uk:8080/dspace/>

- 1 How to use guide
- 2 The value of EE to HEIs & FECs and its operation
- 3 The value of HEIs & FECs engagement for employers
- 4 The language of EE
- 5 Customer Relationship Management

- 6 STEM employer involvement in research
- 7 Accreditation of Prior Learning 2 x versions
- 8 Apprenticeships [Higher Level Apprenticeships]
- 9 Foundation Degrees
- 10 Work Based Learning
- 11 Labour Market Intelligence
- 12 Risk analysis
- 13 Employer Engagement Standards
- 14 Engaging with Employers
- 15 Customer Management Toolkit
- 16 Customer Satisfaction [and Procedures for obtaining Feedback]
- 17 Using a CRM System [training manual based on the Weymouth College system]

## 5. Aims and Learning Outcomes

The STEM Employer Engagement Toolkit is not designed to support specific subject learning outcomes. The materials are focused on enhancing the capacity of HE staff to develop, enhance and maintain employer engagement activities within an institutional frame of reference.

## 6. Context of Resource

**Level:** The focus of the STEM Employer Engagement Toolkit is Higher Education [level 4 and above]. However, they are applicable to other contexts within education or business.

**Number of students:** The STEM Employer Engagement Toolkit can be adapted for use with staff from a single member of staff to large-scale staff development events.

**Type of exercise:** No specific exercises are included within the STEM Employer Engagement Toolkit.

### Links to other resources/modules:

The STEM Employer Engagement Toolkit can be found within the uplace repository at Plymouth University - <http://uplace.org.uk:8080/dspace> Type SW HE STEM into the search box.

## 7. Design and operation

The University of Plymouth Colleges Faculty working along with Weymouth College sought to create a toolkit of customisable resources to facilitate employer engagement in the STEM sector. Guides have been produced to support staff working directly with employers and or staff managing or supporting staff working with employers.

Guides have been produced that deal with specific needs [both current and historic] identified by two organisations, one University Faculty, the other an Further Education College in their work to facilitate employer engagement; with specific focus on the STEM sector. Contributions have also been made by colleagues involved from partner SW HE STEM projects. However, all guides are designed to be customisable for use by any educational body and could be adapted for use within a wide range of employer engagement contexts.

The background and rationale for this sub project was that there benefit to be gained by efforts to formalise some of the excellent but hidden and divergent practice and resources in place at different institutions to support Employer Engagement, especially in the area of STEM.

The project would provide an opportunity to scrutinize and sharpen some of this practice and bring the results together in a way that could be of benefit to other institutions and HE / FE partnerships in the region and beyond.

These outcomes would also then benefit STEM and other employers through better and more consistent practice.

While this series of guides cannot and do not address every issue related to successful Employer Engagement work, they do provide both partner institutions and those that use these customisable resources a platform that can be extended to other areas and thus help promote models of sustainable employer engagement.

Interestingly the focus for the development of the guides and their evaluation has been the STEM sector, the vast majority of issues addressed as part of the project, concern Employer Engagement work that straddles all areas or STEM and other sectors.

Likewise an initial focus was in Employer Engagement work that could support HE level CPD activity and provision; however again the vast majority of issues addressed as part of the project, concerns issues that support a wider set of Employer Engagement activities.

## **8. Support materials for tutors and participants**

A word and PDF file are attached to this guide, which acts as an entry point to the STEM Employer Engagement Toolkit series of guides. A podcast also provides a summary of the origin, applicability and use of the guides that make up the toolkit.

## **9. Accompanying URL links and references**

The STEM Employer Engagement Toolkit can be found within the uplace repository at Plymouth University - <http://uplace.org.uk:8080/dspace> Type SW HE STEM into the search box.

## 10. Feedback from tutors and participants

A key feature for users has been that the toolkit guides are designed to be customisable for a wide range of contexts. Guidance for undertaking the customisation process is included within the set of materials.

## 11. Link to Professional Standards Framework

This resource, in its described context, maps to the following Standard Descriptors. However, users can choose to use the resource in different contexts, which may facilitate engagement with different Standard Descriptors to those highlighted below.

Standard Descriptor	Mapping
<b>SD1.</b> Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities <i>[Postgraduate teaching assistants, staff new to HE teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity]</i>	
<b>SD2.</b> Demonstrates an understanding of the student learning experience through engagement with all areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities <i>[Staff who have a substantive role in learning and teaching to enhance the student experience]</i>	
<b>SD3.</b> Supports and promotes student learning in all areas of activity, appropriate core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities <i>[Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience]</i>	

<b>Areas of Activity</b>	<b>Mapping</b>
<b>AA1.</b> Design and planning of learning activities and/or programmes of study	Yes
<b>AA2.</b> Teaching and/or supporting student learning	Yes
<b>AA3.</b> Assessment and giving feedback to learners	
<b>AA4.</b> Developing effective environments and student support and guidance	Yes
<b>AA5.</b> Integration of scholarship, research and professional activities with teaching and supporting learning	
<b>AA6.</b> Evaluation of practice and continuing professional development	Yes
<b>Core knowledge</b>	
<b>CK1.</b> The subject material	
<b>CK2.</b> Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	Yes
<b>CK3.</b> How students learn, both generally and in the subject	
<b>CK4.</b> The use of appropriate learning technologies	
<b>CK5.</b> Methods for evaluating the effectiveness of teaching	Yes
<b>CK6.</b> The implications of quality assurance and enhancement for professional practice	
<b>Professional Values</b>	
<b>PV1.</b> Respect for individual learners	Yes
<b>PV2.</b> Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	
<b>PV3.</b> Commitment to development of learning communities	
<b>PV4.</b> Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Yes
<b>PV5.</b> Commitment to continuing professional development and evaluation of practice	

## 12. Associated resource documents

This resource consists of the following documents:

1. *01 How to use guide v13.docx*
2. *01 How to use guide v13.pdf*
3. *SW HE STEM Materials OER Intro.pdf*
4. *SW HE STEM Materials OER podcast.mp3*

All available at: <http://hdl.handle.net/10293/1621>