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Development of Programmes and Courses

The link with Canterbury Christ Church University (CCCU) represented a different type of University partner compared to the other consortium members as CCCU Business School is a centre for Social Science and our reference point is more located around the concept of Knowledge Exchange than Technology or Knowledge Transfer. In this context the CCCU contribution was different to other in the consortium.

The Study tour conducted early in the project life cycle was a highly effective instrument for initiating new thinking and conceptualising alternative approaches. In particular the openness of the UK University sector to engage in direct and meaningful discussion concerning the elements of technology transfer and further to the strategic view of Knowledge Exchange as a key and fundamental third leg of activity for a University in addition to Research and Teaching. This was a key experience for the senior decision makers on that tour and they also saw the concept of the Knowledge Transfer Partnership (KTP) approach as run through Universities in England and Wales as a key strand in bringing the needs of Society and the workplace closer to University Faculty staff. In this way CCCU participation has been influential in the direction of the project.

Similarly the treatment of staff involved in the Innovation cycle was discussed and explored throughout the project lifetime – the incentives and role of Faculty staff explicated in terms of outputs and outcomes as well as roles and responsibilities.

It is anticipated that the programme of joint activity will not cease at the end of the project and CCCU has already begun some exploratory research looking at the impact of the Bologna process on the teaching and learning experience from both Faculty and Student perspectives. It is clear that there is no one system that achieves the best results in any one of the partner countries nevertheless the opportunity to share experience and to incorporate the learning into future policy and the implications of the contents of the fourth chapter could not have been produced without facilitation through the project

Institutional Changes

This is a critical issue – a failure to align the strategy to the processes has been to some extent common in most of the partner's experiences. On one side over incentivising the innovation process is likely to divert resource from the core functions of teaching and research and so it is important that the process is well explicated and the boundaries are defined.

Mobility and Training

Mobility gave the relevant staff to view the actual day to day experience of the partner countries. It also provided the opportunity of a broad discourse on the role and boundaries of activity across the differing University contexts was an essential part of gaining understanding. In this way the Serbian participants could choose from a wide range of alternative approaches and benefit from strengths and weaknesses across a range of experience rather taking a narrow template approach.

Dissemination

There are two forms, one is officially sponsored, developed and sanctioned and the project report captures that, however the second is perhaps more important and is the project

Business School

participants disseminating his or her own experience to colleagues and peers across their networks of influence. In this respect it is clear that the Project has been successful with a successful engagement of a wider body of University staff than those directly involved in the project.

Academic and Administrative Management of the Project

Unusually for a project of this type there have been no specific areas of poor communication or poor organisation that have impacted on CCCU as a partner. Clearly there have been challenges as all projects experience but these have been met and responded to in an appropriate way as far as CCCU is concerned.

Sustainability

It is the quality of the connections within the project team that will ensure sustainability of the project outcomes. Clearly Serbia and its Higher Education sector will need to engage with and to some extent drive a move forward for both the Serbian Economy and Society more widely. In this the existence of new frameworks for work and for engaging with 'practise' more widely can only be a start. Critical to the future activity will be the existence and work of 'champions' in each University setting who have access to resource and support from management to implement the specified initiatives and in this context the biggest risk to the project would be the loss of those champions from each of the participating Universities.



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