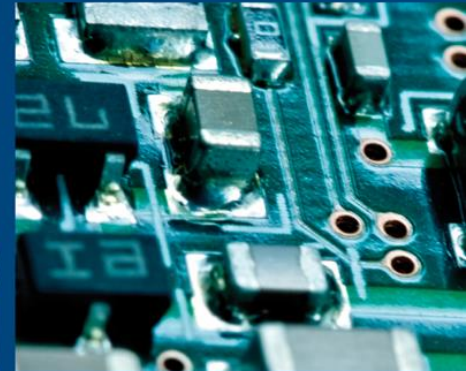# Labour Market Intelligence Partnership Policy Roundtable III
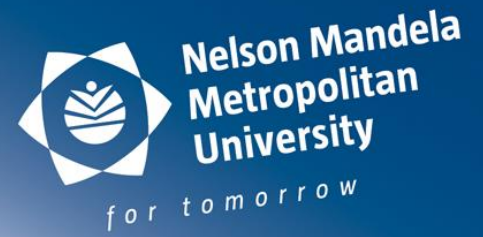
University perspective
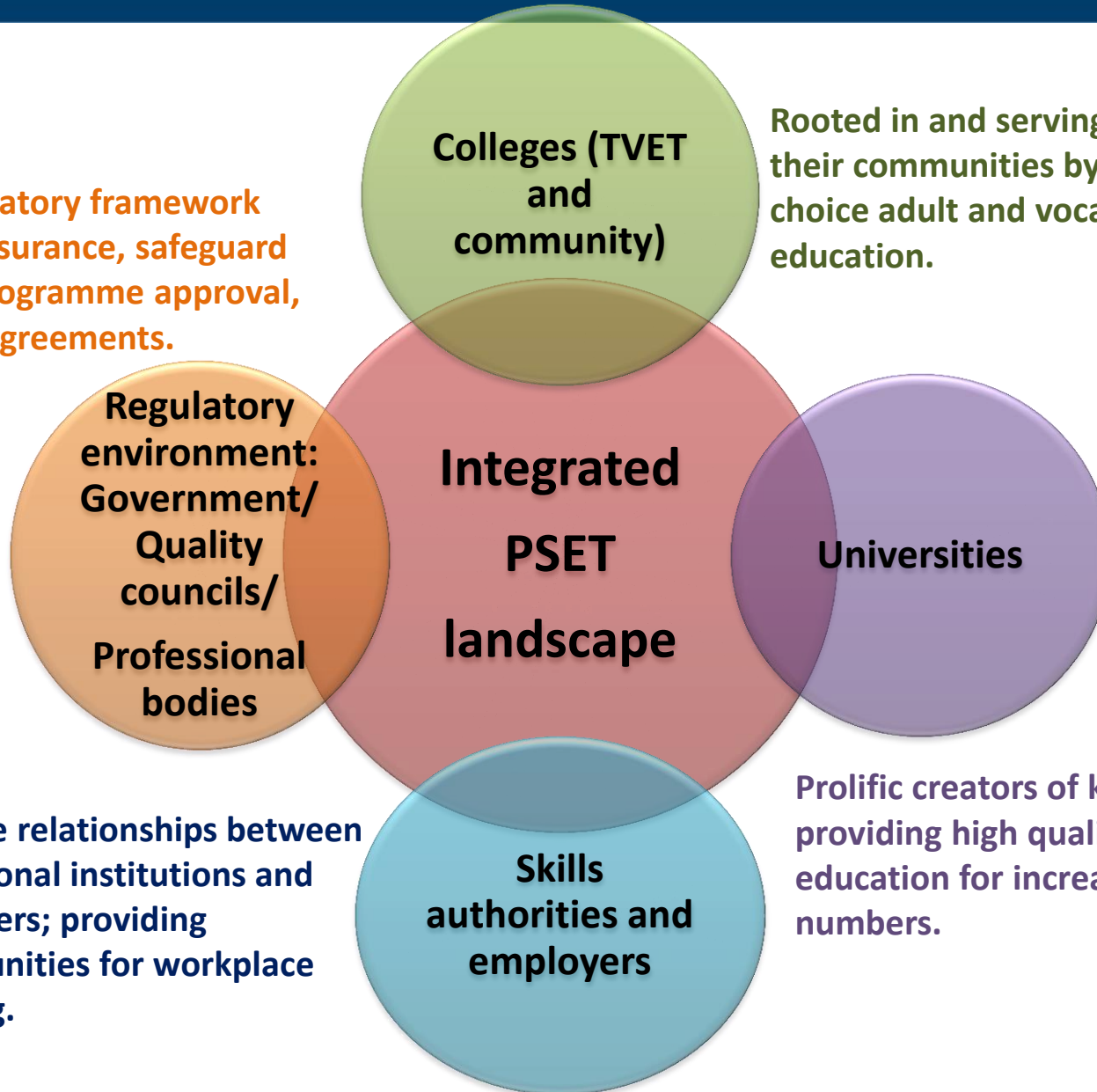
Professor Heather Nel

21 August 2014

Nelson Mandela
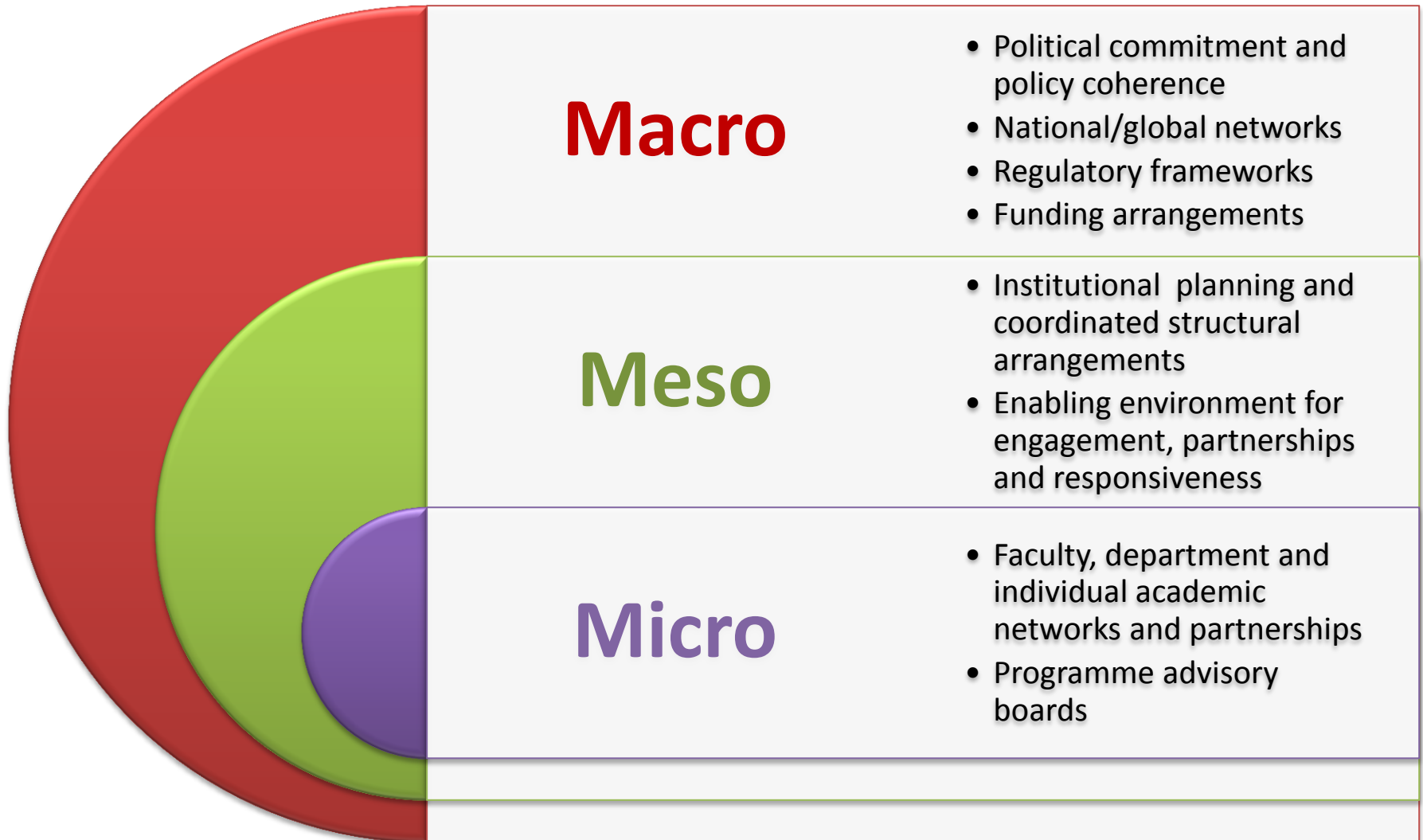Metropolitan
University

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DIBA

White Paper for Post-School Education and Training

Colleges (TVET and community)

Rooted in and serving the needs of their communities by providing first-choice adult and vocational education.

Provide regulatory framework for quality assurance, safeguard standards, programme approval, articulation agreements.

Regulatory environment: Government/ Quality councils/ Professional bodies

Integrated PSET landscape

Universities

Skills authorities and employers

Prolific creators of knowledge providing high quality university education for increasing numbers.

Improve relationships between educational institutions and employers; providing opportunities for workplace learning.

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Integrated systems at different levels

Macro
- Political commitment and policy coherence
- National/global networks
- Regulatory frameworks
- Funding arrangements

Meso
- Institutional planning and coordinated structural arrangements
- Enabling environment for engagement, partnerships and responsiveness

Micro
- Faculty, department and individual academic networks and partnerships
- Programme advisory boards

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The university as a system

Political, economic, social and technological environment

Processes

Inputs

- Examples:
- Funding
- Incoming students
- Staff
- Infrastructure

- Examples:
- T&L and curriculum development
- Research & innovation
- Engagement
- Student and staff development

Outputs

- Examples:
- Graduates – UG & PG
- Staff qualifications
- Research publications
- Partnerships

Outcomes

- Examples:
- Curriculum responsiveness
- Graduate employability
- Impact of research, innovation & engagement

Links and partnerships with global, national, regional and local actors

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Responsive institutional planning

Strategic planning (including environmental scanning)

Academic and enrolment planning

Human resources planning

Infrastructure planning

Financial planning

Challenges from a university perspective

Regulatory frameworks for programme approval - complexity and coherence at macro policy level (DHET, CHE, SAQA, Prof. bodies)

Curriculum responsiveness and relevance – what are we responding to and for what purpose? Need for differentiated, flexible approach

Shifting skills demands impacts on employability of graduates

Funding and effectiveness of and placement sites for experiential learning

Ad hoc external linkages often at individual/departmental level – not sustainable; need for systemic and institutional coordination capability

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THANK YOU!

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