OLEC 23

The Academic Conference of the Organisational Learning Centre

Held at the OLC Oldham Campus

3rd December 2023

Contents

Preface

Welcome to The Organisational Learning Centre and the OLC Education Conference Proceedings for 2023 (OLCEC'23). This international conference celebrated the 25th Anniversary of OLC (Europe) Ltd in the 26th year of providing learning provision for individuals, teams and organisations throughout the United Kingdom and operating globally.

OLC (Europe) was founded in 1998, as a spin out enterprise from the University of Salford, by Dr Chris Bamber, Dr John Sharp and Dr Mick Hides. They were research colleagues investigating the People-Process interface, who had a shared purpose of improving the lives of individuals, teams, and organisations and a college of Excellence in Higher Education was emerged. Inspired by the relationship that had developed, with San Jose State University Professor Bob McQueen, who was responsible for OLC in California, the principles of "Learning by Doing" and "Respecting Individual's from where they are at" are embedded within the fabric of the College.

The Organisational Learning Centre (OLC) is one of the UK's most successful independent Higher Education Institutions. OLC is at the forefront of practicing inclusivity within teaching and learning, is pioneering research publications into Higher Education Governance and Risk Management and at the forefront of scholarship.

OLC has always been in Search of Excellence since 1998 and received accolades and praise from British Accreditation Council, Lloyds Quality Assurance, Quality Assurance Agency and Pearson demonstrate the application of best practice within Higher Education. It has achieved Premier Status for the delivery of the Chartered Institute of Credit Management, level 5 diploma courses and for the HND Healthcare Practice Level 5 Programme achieved 100% Overall Student Satisfaction two years in a row.

The conference theme for 2023 OLCEC'23:
Governance and the Management of Risk in Higher Education:
Towards Sustainable Development

Conference Introduction

On the 6th December 2023 OLC held the annual conference with the theme of "Governance and the Management of Risk in Higher Education: Towards Sustainable Development." OLC has a distinctive spirit that embraces inclusivity, compassion and resilience. It is dedicated to excellence in higher education and has an embedded vision of improving its positive impact on the societies it serves. As such this conference was open to all OLC students on their higher education journey, past and present, alongside acknowledged experts and widely published speakers OLC students presented posters, abstracts and full paper articles.

The conference organising committees considered full paper articles for publication in the Journal of Management Dynamics in the Knowledge Economy (MDKE) and consequently a special edition was produced in 2023:

- MDKE Vol. 11 No. 3 (2023): Developing Sustainable, Innovative, and Agile Higher Education Institutions (HEIs). Special issue coordinated by Enis ELEZI, Christopher BAMBER and Alireza NAZARIAN and Published: 2023-09-24. Consequently, that publication provided several published works, namely:-
- MDKE Guest Editorial: Developing Sustainable, Innovative, and Agile Higher Education Institutions (HEIs), by Enis ELEZI, Christopher BAMBER, Alireza NAZARIAN
- The Role of Leadership in Promoting Student Centred Teaching and Facilitating Learner's Responsible Behaviour, by Nishigandha SHINDE, Christopher BAMBER
- Educational Leadership for Equality, Diversity and Inclusion in Curricula Design, by Enock Tinashe TSAPAYI, Abneer E SAMUEL
- Investigating Sustainable Business Ecosystems and the University Role: A Cluster Analysis, by Bianca-Roxana SĂLĂGEANU (ŞOLDAN), Ruxandra BEJINARU
- Exploring Enterprise-Wide Risk Management System in Higher Education, by Christopher BAMBER
- Navigating Psychological Crises in Leadership Transitions, by Abneer E SAMUEL, Enock Tinashe TSAPAYI
- A Bibliometric Analysis of a Four-Construct Framework: Innovation Management, Competitive Advantage, Agility and Organizational Performance, by Loredana JERDEA

Academic Posters where exhibited only or the posters exhibited and presented. For those students and academics that could not attend the conference or decided just to exhibit they did not need to present their poster and were allowed to just exhibit the poster. Those students and academics of OLC that wished to present had the opportunity to do so. The conference theme poster organising committee was made up of the OLC Director of Teaching, Learning and Assessment Enhancement and the OLC, Heads of Departments and they considered and accepting academic style posters from any Higher Education level disciplines from students of OLC, partner colleges, OLC academics and OLC staff. The Presentation of the OLC Silver Jubilee Awards for best Academic Poster was presented by Sarah Moraes, MA, BSc, PGCE (M). Awards for best Abstract and best Full Paper where presented by Dr Chris Bamber, PhD, MSc, FCollT.

Keynote Speakers and Conference Chairpersons

It was a pleasure for me to invite to The OLC Education Conference (OLCEC'23), our Conference Keynote Speakers and Chairpersons:

- Ms. Colette Mazzola-Randles, MSc, PGCE, BSc, FdA, Curriculum Manager- Blackpool and The Fylde College, studying for a PhD in Artificial Intellegence in HE at Lancaster University
- Assistant Professor, Dr Faical Chanour, PhD, MBA, MA, BA, PGDip, Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de l'Innovation, Marrakesh, Marrakesh-Safi, Morocco
- Professor Cedric Aimal Edwin, PhD, BSc, Senior Lecturer – Entrepreneurship, Business Coach, Design Thinker, Management Consultant, Growth Hacker
- Mr. Encok Tsapayi, MA, BA (Hons), PGCE (M), QTLS, Head of School of Health, Social Care & Wellbeing & Lecturer at OLC (Europe) Ltd studying for a Doctorate in Higher Education at Lancaster University
- Dr Allan Lawrence, PhD, BSc, Director at Projects Beyond Borders Ltd and Health, Social Care & Wellbeing & Lecturer at OLC (Europe) Ltd
- Dr Jonathan Mann, PhD, PGCE, PGCert, MA, BA (Hons), Head of Digital and LRC at Blackpool and The Fylde College
- Dr David Bamber, PhD, MEd (Psych), PGCE, BSc, Director of Studies at University of Bolton and External Examiner for UK Universities
- Ms. Sarah Moraes, MA, BSc, PGCE (M), Director of Education Innovation and Academic Developments
- Mr Mathew Cox, MA, BSc, PGCE (M), QTLS, Health and Social Care Tutor at OLC (Europe) Ltd and studying for a Doctorate in Higher Education at Lancaster University
- Dr Shajib Ullah, PhD, MSc, BSc, Programme Manager BA (Hons) Business Management with Foundation Year, School of Business and Computing (SBaC)
- Dr Rashed Khan, PhD, MCIPD, lecturer in International Business and Marketing at the Salford Business School
- Mr Abneer Samuel, Business Studies Lecturer, MBA and studying for a Doctorate in Higher Education Leadership at the University of Bolton
- Ms. Sally Dixon, MBA, Principal OLC (Europe) Ltd and Assessor for Quality Assurance Agency

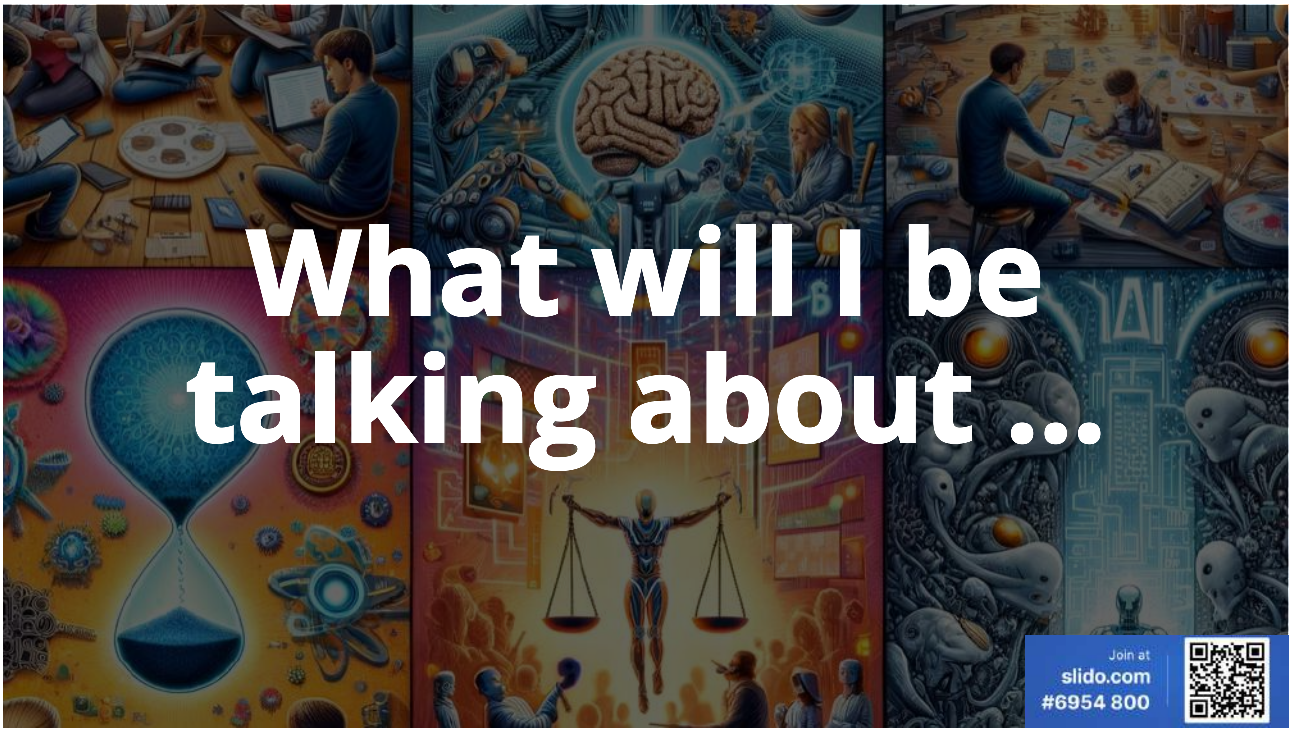
The conference was a complete success with over 50 presentations across the four academic streams. With representatives from researchers from Europe, Africa, The Americas, Asia, Middle East and Australia the conference was truly global and represented cutting edge international research.

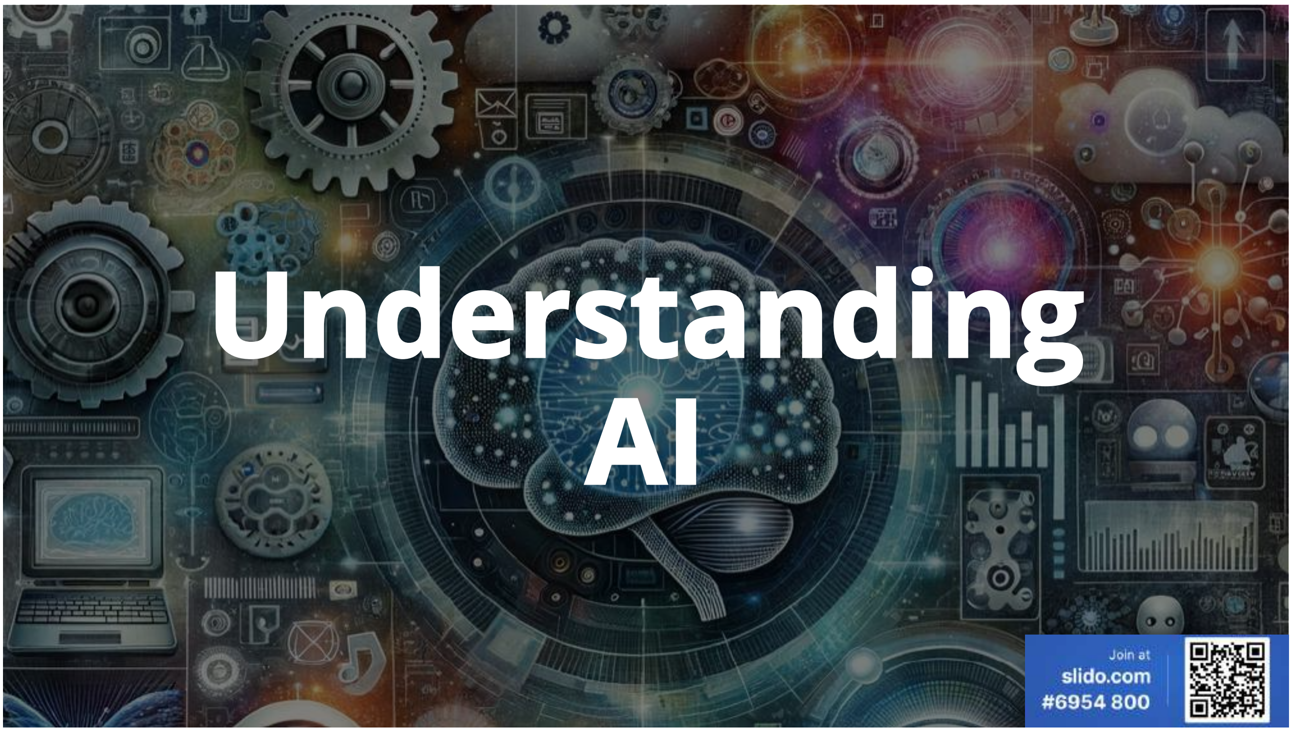
Conference Timetable

Conference Timetable	
10:00 to 10:20	**Opening Remarks and keynote**
Dr Chris Bamber	
Provides the welcome speech and introduce the conference proceedings and explain the various activities of the day. 1st Keynote Speech: The Role of Governance and Risk Management in Higher Education Institutions. He will then introduce the scientific committee members and invite the keynote speaker.	
10:20 to 10:40	**Keynote Speech**
Ms. Colette Mazzola-Randles	
Key Note Speech: The Risks associated with AI in Higher Education Institutions for Sustainable Development	
10:40 to 10:45	**Conference Safety Briefing**
Dr Chris Bamber	
Streams' 1 to 4 Timetable	
11:00 to 12:30	Session 1: Conference Paper Presentations [four papers]
12:30 to 13:30	Break for LUNCH in Conference Setting
13:30 to 15:15	Session 2: Conference Paper Presentations [six papers]
Conference Stream 1	**Higher Education Providing Positive Impact on Society**
Chair: Dr Faical Chanour	Co-Chair: Encok Tsapayi
Keynote: Professor Cedric Aimal Edwin	
Conference Stream 2	**Emerging Technologies in Higher Education**
Chair: Colette Mazzola-Randles	Co-Chair: Dr Allan Lawrence
Keynote: Colette Mazzola-Randles and Dr Jonathan Mann	
Conference Stream 3	**Being Human in the Higher Education Environment**
Chair: Dr David Bamber	Co-Chair: Sarah Moraes
Keynote: Mathew Cox	
Conference Stream 4	**Higher Education Systems: Business and Economics**
Chair: Dr Shajib Ullah	Co-Chair: Dr Rashed Khan
Keynote: Mr Abneer Samuel	
16:00am to 16:30	**Closing Speech and Awards**
Ms. Sally Dixon, MBA Principal OLC (Europe) Ltd	
Sally will provide a summary to the conference proceedings and thank the keynote speakers, exhibitors, poster presentations and all the speakers at the conference.	

Keynote Presentations

Presented by: Colette Mazzola-Randles




Understanding AI
Join at
slido.com
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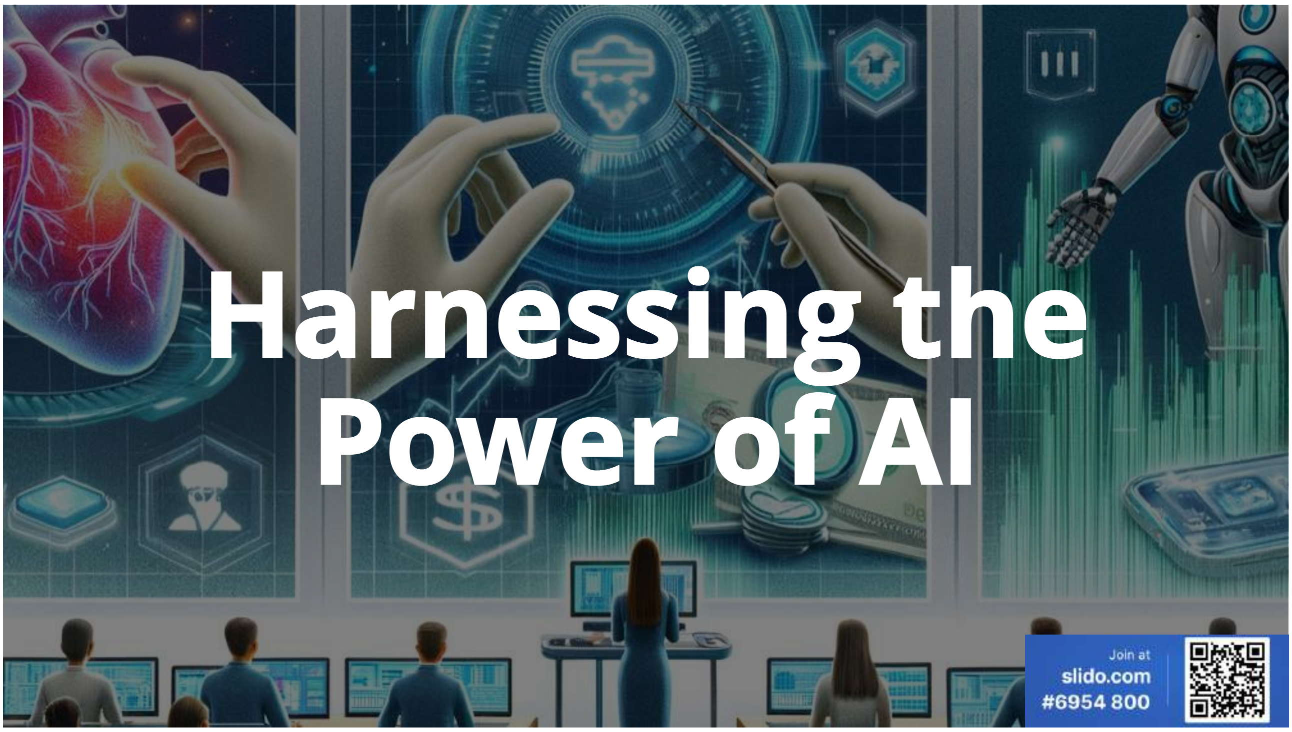
Harnessing the Power of AI
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Ethics of AI
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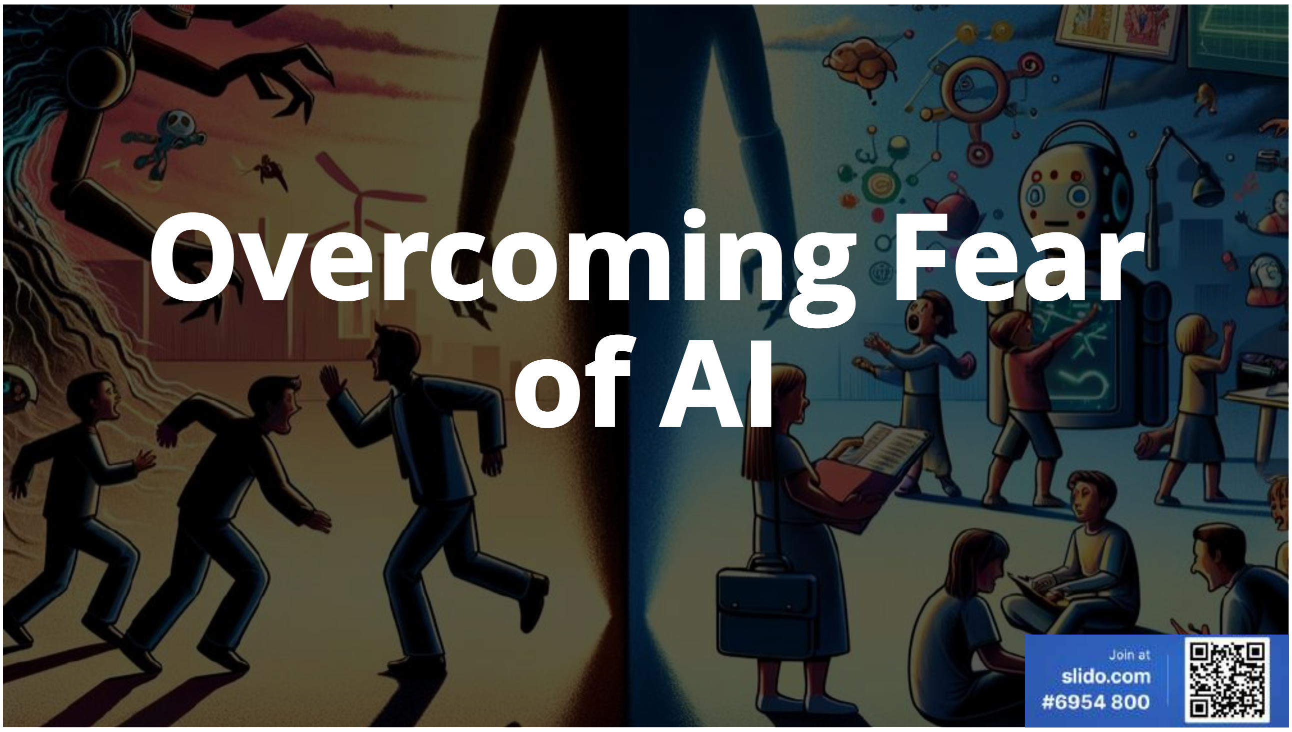
Overcoming Fear of AI
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AI in Supporting Creativity and Innovation
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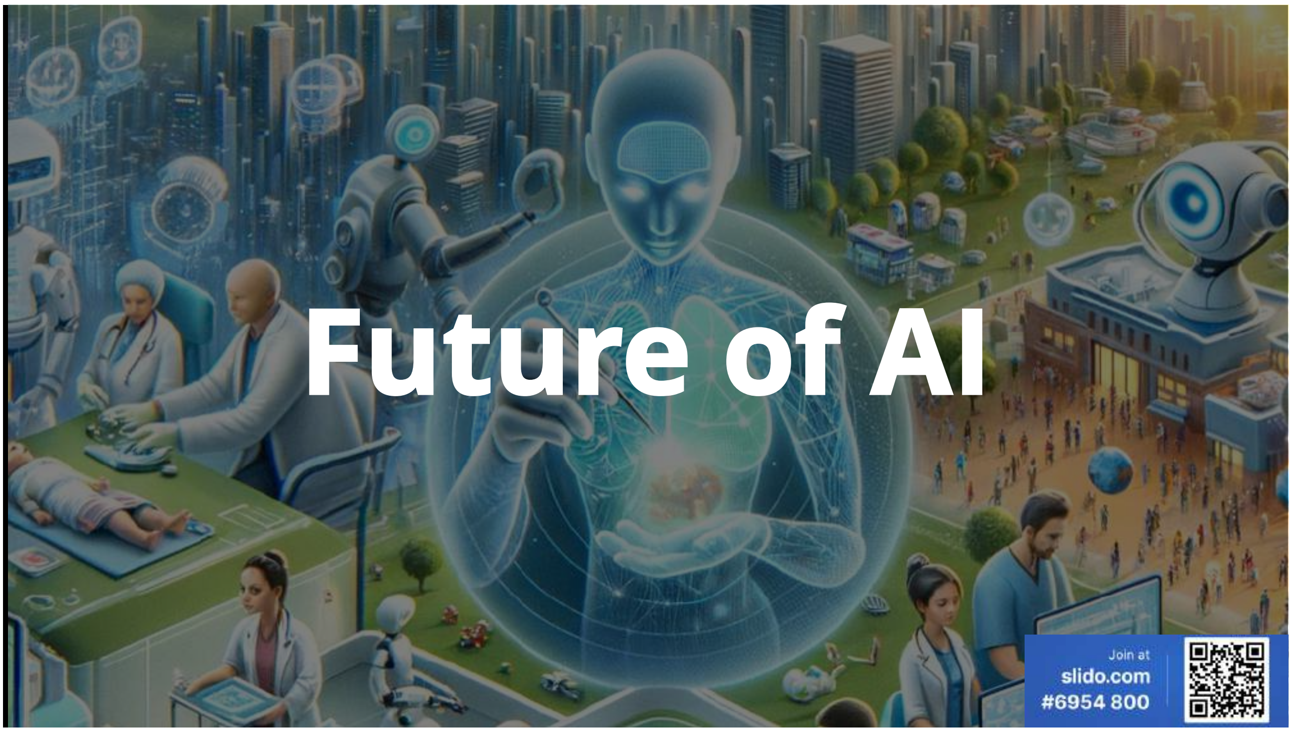
Future of AI
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Presented by: Abneer Samuel

Introduction

Digital Transformation: Leveraging technologies to enhance delivery, productivity, administrative efficiency.

Importance: Digital transformation is reshaping higher education, enabling remote learning, collaboration, personalized education, and facilitating data-driven decision making. It offers opportunities for institutions to innovate and maintain competitiveness in a rapidly evolving educational landscape.

Digital Transformation in UK's Private HEIs: The UK's private higher education sector is increasingly adopting digital technologies. However, the degree of adoption, strategic management, and success varies across institutions. This inconsistency presents an opportunity to examine and understand how these institutions are managing digital transformation.

Research Problem

01	02	03
Research Problem: Limited understanding exists on the strategic management of digital transformation in UK's private HEIs.	**Significance:** The gap in knowledge risks ineffective digital implementation, missed enhancement opportunities, and potential competitiveness setbacks.	**Potential Impact:** Addressing this problem could guide decision-making, improve educational delivery, foster innovation, and enrich the knowledge field.

Digital Technologies in Use

Mandatory

- Learning Management Systems (LMS)
- Student Information Systems (SIS)
- Library Management Systems
- Digital Assessment Tools
- Email and Basic IT Infrastructure

Optional

- Video Conferencing Tools
- E-portfolio platforms
- Adaptive Learning Platforms
- Learning Analytics Tools
- MOOC platforms

Research Objectives

- **Objective 1:** To critically assess the current state of digital transformation within UK private HEIs. This includes examining the range of digital technologies adopted, the degree of their integration in teaching, learning, and administrative processes, and variations across different institutions.

- **Objective 2:** To investigate the strategic approaches adopted by UK private HEIs in managing digital transformation. This involves exploring their digital strategies, the decision-making processes involved, and the factors influencing these strategies.

- **Objective 3:** To identify the challenges and barriers encountered by UK private HEIs in implementing digital transformation. This will shed light on the difficulties experienced at different stages of digital integration, and how they are being addressed.

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- **Objective 4:** To evaluate the outcomes of digital transformation initiatives within UK private HEIs. This involves analysing the impacts on educational delivery, operational efficiency, student engagement, and competitiveness.

- **Objective 5:** To derive best practices and success factors in managing digital transformation in the context of UK private HEIs. This will contribute to a framework that could guide these institutions in optimizing their digital strategies, thereby enhancing educational quality, increasing institutional efficiency, and fostering innovation.

Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)
Abneer Samuel MBA, BA (Hons)

Research Questions

- **Research Question 1:** What is the current state of digital transformation within UK private higher education institutions (HEIs)? Which digital technologies have been adopted, and how are they being used in teaching, learning, and administrative processes?

- **Research Question 2:** What strategic approaches are UK private HEIs employing to manage digital transformation? How are these strategies formulated and what factors influence their development?

- **Research Question 3:** What are the challenges and barriers faced by UK private HEIs in implementing digital transformation? How are these difficulties being addressed?

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- **Research Question 4:** What are the impacts of digital transformation initiatives on educational delivery, operational efficiency, student engagement, and competitiveness within UK private HEIs?

- **Research Question 5:** Based on the research findings, what can be identified as best practices and success factors in managing digital transformation within UK private HEIs?

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Internal and External factors consideration

Understanding external and internal factors is crucial for holistic research, as it frames the context within which strategies unfold. External factors set the broader landscape that influences strategic decisions, while internal factors determine an institution's ability to execute digital transformation. Exploring these elements can reveal why strategies succeed or fail, and how institutions can optimally navigate digital transformation, ensuring the practical value of the research.

External Factors

Factor	Description
Political	**Regulatory Environment:** Rules and regulations guiding digital technology use in education.
Economic	**Market Competitiveness:** The competitive landscape of the private higher education sector in the UK.
Societal	**Student Expectations:** The increasing digital expectations of students. Societal Trends: The larger societal trends, such as the shift towards remote work and learning.
Technological	**Technology Trends:** The ongoing trends and advancements in educational technology.
Environmental	Not highly relevant in this context. Could potentially consider environmental impact of digital infrastructure.
Legal	Compliances with data protection laws, accreditation requirements, etc.

Cont….

Internal Factors

Strengths/Weaknesses (Internal Factors)	Opportunities/Threats (External Factors)
Strengths: 1. Leadership and Governance 2. Existing Infrastructure 3. Resources	**Opportunities:** 1. Technological Advancements 2. Societal Trends towards digitalization
Weaknesses: 1. Limited digital literacy of staff 2. Potential resistance to change	**Threats:** 1. Regulatory changes 2. Competitive landscape of the private higher education sector

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Proposed Methodology

- **Research Design:** This research will employ a mixed-methods approach, integrating both quantitative and qualitative methods. This design allows for a robust understanding of the strategic management of digital transformation, capturing not only patterns and trends (via quantitative data) but also depth and context (via qualitative data).
- **Data Collection:** Primary data will be collected through two main means: surveys and semi-structured interviews. Surveys will be distributed to a representative sample of stakeholders (including administrative staff, faculty members, and students) within private HEIs to gather quantitative data. Semi-structured interviews will then be conducted with a select group of participants to gather rich, qualitative insights.
- **Sampling:** The research will use stratified sampling to ensure representation from different stakeholder groups within private HEIs. Purposive sampling will be used for the interviews to select participants who can provide deep insights based on their roles and experiences.
- **Suitability:** The mixed-methods approach is suitable for this research as it allows for an in-depth understanding of complex phenomena like digital transformation, capturing both the breadth of experiences (through surveys) and the depth of individual perspectives (through interviews). This combination can yield comprehensive insights into how private HEIs in the UK are managing digital transformation, making this methodology both rigorous and contextually sensitive.

Quantitative Phase

- **Survey Administration:** The survey will be designed to capture data on the use and management of digital technologies within the participant HEIs. It will be distributed online, ensuring reach to various stakeholder groups within private HEIs - administrative staff, faculty members, and students.
- **Data Collection:** The survey will include a mix of closed-ended questions for ease of quantitative analysis, and open-ended questions to capture more nuanced views. Questions will focus on the extent of digital technology use, perceived effectiveness, challenges encountered, and areas of potential improvement.
- **Target:** Administrative staff, faculty, students across diverse UK private HEIs.
- **Respondents:** Aim for 100-200 respondents per stakeholder group from each institution.
- **Questions:** Approximately 20-30 clear, concise, and direct questions.
- **Validity & Reliability:** Questions designed based on research objectives, reviewed by experts, and piloted for relevance and comprehensibility. Consistency checked via repeated/similar questions.

Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)
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Qualitative Phase

- **Interview Administration:** Semi-structured interviews will be conducted with a select group of participants. This includes institutional leaders, key decision-makers, faculty members, and students. The interviews will be held remotely, either through video conferencing or phone calls, depending on participant preference.
- **Data Collection:** Interviews will be guided by a predetermined set of questions but will allow room for follow-up queries based on participant responses. The questions will delve into participants' experiences with digital transformation, their perceptions of its impact, and their insights on the strategic management of the process.
- **Participants:** Institutional leaders, decision-makers, faculty, students from surveyed institutions.
- **Respondents:** Aim for 15-20 interviews per stakeholder group.
- **Questions:** Approximately 10-15 open-ended questions.
- **Validity & Reliability:** Questions linked to research objectives, multi-researcher coding analysis, and member-checking for accuracy confirmation.

Analysis Techniques

- **Statistical Analysis:** Quantitative data from the survey will be analysed using statistical software to identify patterns and trends. Techniques may include descriptive statistics, correlation analysis, and regression analysis, depending on the nature of the data.

- **Thematic Analysis:** Qualitative data from the interviews will be transcribed and analysed using thematic analysis. This involves coding the data and identifying recurring themes to uncover insights about the strategic management of digital transformation.

Expected Findings

- **Diverse Strategies:** A variety of approaches taken by private HEIs in the UK to manage digital transformation.

- **Common Challenges:** Insights into shared obstacles faced by these institutions in integrating digital technologies.

- **Successful Practices:** Identification of practices that have resulted in successful digital transformation outcomes.

- **Key Influencing Factors:** Identification of both internal and external factors that have significantly influenced the effectiveness of digital strategies.

Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)
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Impact and Significance of the Research

- **Knowledge Contribution:** The research could significantly contribute to the body of knowledge about strategic digital transformation in higher education, particularly in the context of UK's private HEIs.

- **Policy Guidance:** Findings may inform digital education policies, providing valuable insights for policymakers shaping the digital landscape in higher education.

- **Strategic Directions for Institutions:** By identifying trends, best practices, and challenges, the research could guide HEI leaders in formulating effective strategies for digital transformation.

- **Future Research Directions:** The study could open new avenues for further research in digital transformation and its management in higher education.

- **Quality Enhancement:** The findings could potentially be used to improve educational delivery, institutional efficiency, and foster innovation in HEIs.

Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)
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Questions and Discussion

Conference Stream Descriptions

Conference Stream 1: Higher Education Providing Positive Impact on Society

The focus was on cutting-edge work by individual researchers and teams, encouraging multi-disciplinary and discipline-specific research and engaging collaborations across disciplines and departments within OLC and with the involvement of academics from other UK universities and with researchers across the world.

- The conference stream 1 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Leadership in Education (SIG for LinE) which aims to:
- Facilitate impactful research and knowledge exchange activities for growth within the education sectors, particularly Higher Education (HE), with inclusivity and sustainability.
- Further research initiatives in areas of risk management and education governance that involve inclusivity and sustainability factors; and
- Facilitate publishing education, teaching and learning research outputs in quality journals (2*-4*) and create a wider impact.

The special interest group’s work is guided by and contributes to the OLC series of conferences that involve academics, staff, alumni and students from OLC colleges, partner colleges and partner universities. The group's outputs contribute to an understanding of EDI (equality, diversity and inclusion) frameworks in Higher Education, supports the OLC vision “We Lead in Excellence”, and represents the OLC founding ethos: “To improve our impact on society” by following the beliefs of:

> “We believe everyone can grow through learning. We foster learning by doing, inclusively.”
>
> “We use innovative teaching, consulting and training methods, applying academic theory to real world situations to inspire and develop skilled and experienced individuals.

Conference Stream 2: Emerging Technologies in Higher Education

The conference stream 2 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Emerging Technologies (SIG for ET) which aims to:

- Conduct interdisciplinary research into the theory, methods and technologies underpinning the transformation of processes through technology.
- Inform teaching and learning policies, practices and curricular developments of emerging technologies in Higher Education.

This group is operating as an interdisciplinary and internationally embedded research and knowledge community which conducts research into the social, cultural and experiential dimensions of the design, use and futures of new and emerging technologies. In support of teaching and learning across the OLC portfolio of curricula, this group is a cross-faculty initiative that conducts research on behalf of the academic programmes of Business and Management Studies, Healthcare Professional Studies, Computing Technologies, Education and Training, and areas of Hospitality, Tourism and Travel.

Conference Stream 3: Being Human in the Higher Education Environment

The conference stream 3 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Being Human (SiG for BH) which has been inspired form an understanding of the Human Condition from multiple perspectives and particularly the disciplines of human biology, anthropology, psychology and sociology. Although the research focus is on healthcare practice and gaining an understanding and appreciation of Health, Social Care and Wellbeing Services, this SiG for BH is motivated by Carl Rogers, who aims to put the person at the centre of care:

> "Experience is, for me, the highest authority. The touchstone of validity is my own experience. No other person's ideas, and none of my own ideas, are as authoritative as my experience. It is to experience that I must return again and again to discover a closer approximation to truth as it is in the process of becoming in me." *-Carl Rogers, On Becoming a Person, 1977.*

This Special Interest Group for Being Human (SiG for BH) aims to:

- Enable the development of cutting-edge research by our academic and clinical healthcare leaders, educators and researchers.
- Seeks to support the development of up-to-date and relevant Teaching and Learning materials for our academic and clinical healthcare leaders, educators and researchers.
- Improve the evidence base for adult and child Health, Social Care and Wellbeing in England, UK and broader audiences.

This SiG for BH focuses on applied, interdisciplinary and multi-disciplinary research that addresses local, national and international issues relating to Health, Social Care and Wellbeing practice, policy and education. The group prioritises a high level of engagement with a multiplicity of stakeholders (charities, employees, managers, policy makers, healthcare professionals, government and the NHS), and encourages research that is inter-sectoral but aims to make a difference to local communities that OLC serve.

Conference Stream 4: Higher Education Systems: Business and Economics

The conference stream 3 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Management and Economics (SIG for M&E) which aims to:

- Conduct interdisciplinary research into the theory, methods and technologies underpinning the transformation of modern 21st century enterprises.
- Inform teaching and learning policies, practices and curricular developments of emerging trends in macro and micro level business and commerce.

Research in The Special Interest Group for Management and Economics (SIG for M&E) focuses on the development of innovative methodologies and frameworks to analyse issues of importance to business and policy decision-making, with a particular focus on the management and understanding of strategy, business start-ups and social-enterprise partnerships. International, interdisciplinary, and business partnerships are central to the group's approach.

Research within the group provides an understanding of emerging major challenges in human resources and public policy in the fields of leadership, ethics, and diversity. Group members are at the vanguard of advances in their specialised fields, and through their research, they seek to make a demonstrable impact on society, policy and practice

Stream Contents

STREAM 1		
Contributions	**Name**	**Title**
Presenter & Co-Chair	Enock Tsapayi	An Evaluation of Peer to Peer Observation in Higher Education in Greater Manchester
Presenter	Olutunde Akingbehin	Emerging Technologies in Higher Education
Presenter	Rita Lamsal	Challenges of the reservation system (Affirmative Action) in Civil Service Employment in Nepal; is it justifiable enough?
Presenter	Waseema Salehuddin	An evaluative study of the role of the Pastoral Team in the students' learning journey at OLC.
Presenter	Sally Dixon	Educational Gain in Higher Education
Presenter	Dr Jonathan Owens	Integrating the Young Enterprise Start-Up into Teaching and Learning in Higher Education
Presenter	Dr Roshan Panditharathna	Evaluation of Marketing and Branding in the Banking Sector
Presenter	Cedric Edwin	Linking Relational Coordination and Employees’ Wellbeing through Psychological Capital
Presenter & Chair	Dr Faical Chanour	Marketing of HE in Universities in Morocco

STREAM 2		
Contributions	**Name**	**Title**
Presenter	Andy Boodeea	Training and Assessment Practical Tools in Computing
Presenter & Chair	Colette Mazzola-Randles	Keynote - AI Risk Associated / Ethics
Presenter & Co Chair	Mohammad Rahman	Impact of AI in academic studies
Presenter	Dr Md Istiak Ahammed	The impact of AI in higher education
Presenter	Dr Enis Elezi	Knowledge Management in Higher Education Partnerships
Presenter	Dr Christopher Bamber	E-learning and Social Scaffolding
Presenter	Luna Fayaz Al Salah	Digitalization of Education
Presenter	Dr Abdullahi Giza	Emerging Technologies in Higher Education
Presenter	Dr Clay Gransden	'The Masterypath – Facilitating Learning and Transition with an Online-Centred Approach'

STREAM 3		
Contributions	**Name**	**Title**
Presenter	Daniel Russell	An Exploration of the power of relationships in HE
Presenter & Co Chair	Sarah Moraes	Trauma informed pedagogy
Presenter	Uzmah Hussain	The impact of classroom management on behaviour
Presenter	Dr Adnan Mannan	Genetics, Human / Microbial Genomics and Public Health
Presenter	Matthew Cox	A critical exploration of the education and staff wellbeing charter (DfE, 2021) when implemented within a single Higher Education institution.
Presenter	Amanda Williams	Theories, Principles and Models in Education and Training
Presenter	Connor Williams	Reflection and why this is important
Presenter & Chair	Dr Christopher Bamber	HE Teaching and Learning Strategies - Entrepreneurs
Presenter	Mohammad Sadif	Healthcare Support Worker Mental Health
Presenter	Jaya Vishram	Impact of Covid on Stress and Burnout and Effect on Society

STREAM 4		
Contributions	**Name**	**Title**
Presenter	Chance Salum	OLC BSc Healthcare Alumni
Presenter & Co Chair	Mohammad Rashed Khan	Effect of COVID-19 on Higher Education in the Uk
Presenter	Dr Ahmed Abdu Kariri and Dr David Bamber	The Role of Leadership in Influencing Organisational Innovation in The Civil Aviation Industry in The Kingdom of Saudi Arabia
Presenter	Nishigandha Shinde	Promoting student centred teaching: the role of leadership
Presenter	Rita Lamsal	Challenges of the reservation system (Affirmative Action) in Civil Service Employment in Nepal; is it justifiable enough?
Presenter	Libby Kennedy	Problem based learning in 'A' Level Law
Presenter & Chair	Dr Shajib Ullah	Investigating the Youth Entrepreneurial Mindset in Bangladesh and UK
Presenter	Sanah Hussain	NHS Reflections of my Professional Practice - Poster
Presenter	Abneer Samuel	Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)

Poster Presentation List

“The impact of classroom management on student behaviour” – Uzmah Hussain

“Theories Principles and models In Education and Training” – Amanda Williams

“Reflection and why this is important” – Connor Williams

“Examining organizational support for mental health among social care workers in the context of special needs care” – Mohammed Sadif

Stream 1 Publications:

‘Higher Education Providing Positive Impact on Society’

Evaluative Practice in Higher Education: an Evaluation of Peer to Peer Observations in a Higher Education Institute in Greater Manchester.

Enock Tinashe TSAPAYI

1 Lancaster University, Higher Education Research, Evaluation and Enhancement (PhD) tsapayi@lancaster.ac.uk

Abstract: Peer observations have been arguably an essential element of staff development in higher education. Therefore, there is a great need and benefit from evaluating its purpose and effectiveness in practice. Used in a higher education institution in Greater Manchester, the practice has been seen in contrasting views. Some educators have claimed not to see its benefit and some have said they see the value. However, this research shows that according to different views, peer observations are fundamental in developing both experienced and inexperienced educators. This is of interest to stakeholders in the institution as there are requirements from partners and regulators such as Pearson Education to provide continuous professional development of staff, therefore when utilised to its full potential, there is a benefit to the organisation and its stakeholders. The focus of this paper is to critically evaluate the effectiveness of peer observations and the process to do so will follow a definition of peer review from an academic's perspective, investigating the purpose of peer observations, determining the peer observation process in the case study institution, achieving evaluation by comparison between the institution to the best practice framework and finally determining the impact on the organisation's performance and outcomes.

Keywords: Peer Observation, Higher Education, Tutors, Educators,

Introduction

The realm of higher education is arguably at the forefront of current discussions and policy implementation. Pedagogy is on an ever-evolving landscape with growing emphasis on elements such as student outcomes and the increasing scrutiny on teaching practices can be credited with the current significance in practices such as peer observations in the sector. However, the focus on peer observation is of vital interest to stakeholders in higher education institutes and sector as a whole including students, board members, management of programmes and the educators themselves. The relevance is undeniable looking into how the education sector is inundated with continuous policy shifts and ongoing pedagogical challenges. Whether reading from the perspective of an educator, the interest is purely to improve one's practice. From a policy maker, the aim will be to have informed perspectives on shaping the future of higher education and from educational researchers, the focus will be on ensuring there are valuable insights into practices to improve and sustain good practices in higher education.

My own experiences in higher education as an educator mainly, have evolved into other hats I wear that include being a researcher and an advocate for continuous career development, and I value the practice of peer to peer observations highly. I have looked and seen the benefits and power of this practice into how it equips the observer and observed with a reflective view on their current skills and how far they could aim for in terms of improvement and sustaining good practice. However, I have also been left even more curious to explore the potential and challenges of the practice in depth. I have however have always had the feeling that not everyone that utilises the peer to peer observation practice uses its full potential. The main areas I will focus on are the micro and the meso. In the micro stages of the process, I feel as though the educators when they have to write up a report on their peers, they lack honesty and therefore do not fully engage in the purpose of improving practice where it may need improving. On the other hand, the meso are also not following up and addressing the issues raised to provide either more training where the observed may need to improve, or utilise their skills in training others where the observed has displayed exceptional skills.

Aims:

This paper aims to evaluate the purpose of peer observations in higher education and its impact on the teaching practice and student outcomes

Research questions:

- What are the perspectives of the teaching staff in a higher education (HE) institute towards peer observations?
- What impact do peer observations have on teaching and outcomes?

The evaluation subject

The core of this paper will present a critical evaluative approach on, how peer observations in higher education can be fully utilised to enhance the teaching practice, and what the main challenges and opportunities are. This paper will therefore unearth all dimensions of the peer observation practices and how it enhances the teaching , learning and in turn affecting student outcomes. The organisational dynamics will also be reviewed to see how effective or ineffective the peers observation practice can be utilised in context. The peer to peer observation will be evaluated in this paper using the process discussed above using a comparison of the current performance using the best practice framework. This framework allows the researcher to evaluate the subject at different levels of who uses it and to what benefit. The institution where the Peer observation policy will be evaluated is a higher education college in Greater Manchester, that has approximately 900 students and 30 teaching staff. They offer courses in HND Business Management, Health and Social Care and Computing. They also offer Top Up Degrees in Business Management and Health and Social care. These are all taught across three campuses in Bolton, Manchester and Oldham.

Institutional Effectiveness Frameworks is another type of evaluation tool that could be used in this type of study (Chun & Evans, 2016). The framework is designed to assess how well the institution is achieving its mission and goals, in terms of student success and faculty productivity.

RUFDATA is a framework described by Saunders (2000) as useful for higher education institutions. The framework is outlined below:

Reasons: What are the main reasons for the evaluation?

Uses: What will the evaluation be used for?

Focus: What activities are followed or aspects of the evaluation?

Data: What type of data will be considered for the evaluation?

Audience: Who is the data intended for?

Timescale: What is the timing of the evaluations?

Agency: Who should be the agency conducting the evaluations?

Paper Structure

The first step of this paper will be to establish the importance and context of peer observation in higher education. The next step will be to explore the challenges and opportunities presented by the practice. During the evaluation, best practices and effective strategies will be discussed and referenced to shed light on the context of the practice. Some findings will be used to show arguments and different views of the practices in context. Throughout the paper, there will be significance in the role of peer observations and how it enhances teaching, learning and continuous development of educators. Recommendations will be made to show whether the practice is significant to the practice and how it can be improved if there is a need for improvement.

The sections will navigate the current state of the peer observation practice, addressing key challenges and opportunities, navigating valuable insights and ultimately proposing possible solutions. The aims will be to ensure the reader has a comprehensive understanding of the peer observation policy, its significance and how they can go ahead and delve into their own practice.

Evaluation

This paper will be evaluating the findings of Peer observation through the Best Practice Framework (Advance HE, 2019).

The framework's main aim is to enhance student success in HE. Student success has been highlighted as academic achievement, progression into employment/self-employment, deepening engagement within their programme or curriculum area and development of skills. To measure or evaluate these, there is an examination of different areas of focus that are:

- Transforming assessment in HE
- Embedding Employment in HE
- Student access, retention, attainment and progression in HE
- Student engagement through partnership
- Internationalising HE
- Flexible learning in HE

Therefore, the peer observation practice will be examined to see if it has brought the qualities of the frameworks and how it compares to the framework as a whole. With the focus outlined above, there are also principles that the framework follows that include inclusivity, flexibility, collaboration and interconnectivity. The focus and principles are the clear guidelines that will be followed to examine the effectiveness of peer observation. This would be arguably a beneficial framework for any organisation.

Methodology

In research, there are several philosophies of social sciences. Research philosophy according to Kaushik & Walsh (2019), are a bias or ideology that shapes and directs the researcher's preference in data collection and presentation. The three main philosophies commonly used in research comprise of positivism or objectivism, interpretivism or subjectivism and pragmatism.

Positivism is a philosophy that is used mainly by researchers that have a preference of facts and statistics. The object they prefer are static objects that are concrete evidence of data. This may include results of experiments and statistics that cannot be interpreted otherwise. Therefore, a positivist is more likely to use quantitative research as this creates data that is objective and quantified to suit the patterns of solid objects. Interpretivism on the other hand sees the researcher being able to accept or consider how the participants interact with the world from their perspective. An interpretivist accepts that everyone has their own way of interpreting their experience and it is valuable to research as it is truthful, personal and rich data that can be contrasted in many ways. Interpretivists are more likely to use qualitative research as it is built upon unstructured tools and open questions allow participants to express themselves without the constraints of structured tools.

Pragmatism is almost similar to interpretivism. The only quality that pragmatists have apart from interpretivists is an open mind to the use of other philosophies. The first one is they are not confined to a single philosophy, but rather can work with all philosophies of research depending on the subject of research at hand. Pragmatists can also use both philosophies at the same time, customising their studies to capture both quantified data and interpreted data. This is where the use of mixed methods is implemented, with the research using semi-structured tools and some questions being closed and other questions being open. This allows triangulation of data to ensure where statistics are needed is fulfilled, for example understanding the extent to which a problem has occurred and then also capturing how the experience was for the participants. This makes pragmatism a problem-centred philosophy which personalises the method to the research problem and questions.

I have chosen to utilise the pragmatism philosophical approach. The rationale of this chosen philosophy is due to its problem-centred approach. Pragmatism as stated by Kaushik & Walsh (2019),

"*is a way of thinking about and making sense of the complexities of the real world".*

I will be able to identify the practical solutions and achievable outcomes for this organisation as it is contextualised in context of the organisational realities and possibilities. They further stated that researchers using the pragmatic approach often succeed in solving problems and making an impact with their research as it is positively confined in achievable means. Pragmatism a flexible philosophy that is open to the integration of various research methods. The researcher has a choice to adopt to methods and tools that are feasible for their current research project and the ones that are most appropriate to obtain the required types of data. This brings a more comprehensive understanding of the research findings and issues at hand.

During this research, the flexibility and adaptability of using the pragmatism philosophy will be useful as I have conducted some interviews on staff as well as compiling data and using statistics of the peer to peer observation processes. Therefore not only does pragmatism encourage flexibility between different methods, but also with different data collection tools. A combination of empirical data and primary data was utilised and therefore pragmatism supports this type of flexibility. Bryant (2017) also suggests that interdisciplinary research is also supported by pragmatism philosophy as well as contextual understanding which is a main element of researching peer to peer observation in this single organisation. With the use of empirical data and primary research data, the researcher may also investigate other areas where the same policy of peer to peer observation is used either to enhance practice, or as training strategy. This leaves the researcher open to multiple perspectives as well as applying theory to practice through recommendations.

Research design

The aim of this paper is to report on an evaluation of peer observation practice in a higher education institute. To obtain the data that will be evaluated, the researcher will follow the objectives below:

- Identify best practice in Peer observations
- Examine the impact on Tutor Professional Development
- Explore the attitudes and perceptions of participants
- Investigate the role of feedback in peer observations
- Analyse the relationship between peer observations and student outcomes

Data collection

The research in this paper is based on evaluating the effectiveness of peer observations in a higher education institute in Greater Manchester. Empirical research and qualitative research methods were used in this research. The use of observable data enables the researcher to draw conclusions and making informed conclusions based on the compilation of recorded, quantified data. This method will rely on solid evidence and not speculation, or opinions that arise on the spot. The data that is considered is systematic and structured and is objective. This is often used in social sciences and natural sciences.

Qualitative method research is the approach that was used in primary data gathering in this research. The combination of the empirical quantified data and the qualitative interviews is mixed methods, which is known as a combination of both quantitative and qualitative research methods. This approach is the most versatile for researchers to use as it gives the flexibility to either quantify data where necessary, especially when contextualising the magnitude of a problem to interpret opinionated data where the researcher is looking for human experiences. However, when the research reaches data analysis, the integration of data includes using more than one strategy to analyse both types of data.

The empirical data collected is presented in a tabular format below. The data will follow themes of what was found in terms of following some of the best practice framework benchmarks. The feedback will be examined of any areas for improvements, or where staff did well to follow the benchmarks. Secondly, the qualitative interviews will be examined on what themes the staff observed and observing, which also will come up with their attitudes towards peer observations and if they feel the practice has either developed their skills or what impact they feel has been made by peer observations. This data will be ultimately presented to the organisation's annual conference and workshop to enhance the practice of peer observation in improving student experience and outcomes.

The two methods as stated below will show the ways a mixed methods researcher will approach the research:

Quantitative Data Collection:

Surveys and Questionnaires: Researchers often use structured surveys and questionnaires to collect quantitative data. These instruments typically include closed-ended questions with predefined response options. The data gathered from surveys can provide insights into patterns, frequencies, and relationships among variables.

Researchers use structured surveys, questionnaires and interviews to collect quantitative data. Being structured, these include closed questions and all the responses are predefined for the participants to choose from. However, this data can be used to provide some patterns, frequencies or themes that sometimes are very clear and easy to analyse. Experiments are also used in quantitative research as that may include measuring specific variables that can also be compared in controlled conditions (Kara, 2022).

This research will use existing archival data comprising of how many peer observations are scheduled for teaching staff at the institute. The data will also include what the student success rates are following the practice of peer observations. Collecting the quantified data will allow the researcher to analyse whether the practice is effective in improving practice overall. The feedback will also be analysed to follow any themes of either repetition in feedback, or identification of several good practice and areas for development.

Qualitative Data Collection:

Kara (2022) says, when collecting qualitative data, the researcher often uses in-depth unstructured or semi-structured interviews, questionnaires and these provide rich, context specification data. The researcher is versatile to manipulate the interview in pursuit of the required answers to a research question. Focus groups are also utilised by the researcher facilitating group discussions often by either experts in the field of the topic, or relevant participants to the research problem. Observations can also be used and it includes collecting data of behaviours or events that would have been observed over a specified duration. Observations can either be structured or unstructured in qualitative research.

Within this method, the research will use semi-structured interviews where teaching staff will be questioned to capture their opinions on the peer observation practice. They will be asked from different perspectives such as being the observer and the observed. They will be asked to give opinions on whether they feel this practice is working, valuable and how effective they feel it is in their own practice.

Sampling:

The sampling for the primary research using qualitative research was stratified volunteer sampling. The stratification is selecting only teaching staff and management as they fit the criteria of having experienced peer observations both as the observer and observed. Of the staff selected, they volunteered their participation and this was a strong reliability and validity tool as they are likely to give their honest opinions compared to systematic and random sampling. 20 teaching and curriculum managing staff were used, and to maintain validity and reliability, only teaching staff and management of curriculum staff were used in order to captivate their different opinions, as well as experiences with the peer observation practice. The sample were briefed on the purpose of the study. Understanding that the evaluation of the peer observation will encourage honest opinions as the brief included the fact that the purpose for evaluation is to improve any drawbacks, or weaknesses of the practice.

Table 1. Archival data results:

Staff participants	**Volume of peer observations per year**
1 Head of Business Management	Observed 3 new Tutors formally (3 observations)
2 Head of Health and Social Care	Observed all HND Healthcare Tutors formally 3 times a year (30 observations)
3 Tutor/ Health and Social care Programme Manager	Observed and been observed with peers 3 times a year (6 observations in total)
4 Tutor/Business management Programme Manager	Observed all business Tutors formally 3 times a year (30 observations)
5 Curriculum Manager	No observations
6 Computing programme Manager	Observed all computing tutors 3 times a year (18 observations)

7 Tutor (Health)	Observed and been observed with peers 3 times a year (6 observations in total)
8 Tutor (Health)	Observed and been observed with peers 3 times a year (6 observations in total)
9 Tutor (Health)	Observed and been observed with peers 3 times a year (6 observations in total)
10 Tutor (Health)	Observed and been observed with peers 3 times a year (6 observations in total)
11 Tutor (Health)	Observed and been observed with peers 3 times a year (6 observations in total)
12 Tutor (Business)	Observed and been observed with peers 3 times a year (6 observations in total)
13 Tutor (Business)	Observed and been observed with peers 3 times a year (6 observations in total)
14 Tutor (Business)	Observed and been observed with peers 3 times a year (6 observations in total)
15 Tutor (Business)	Observed and been observed with peers 3 times a year (6 observations in total)
16 Tutor (Business)	Observed and been observed with peers 3 times a year (6 observations in total)
17 Tutor (Computing)	Observed and been observed with peers 3 times a year (6 observations in total)
18 Tutor (Computing)	Observed and been observed with peers 3 times a year (6 observations in total)
19 Tutor (Computing)	Observed and been observed with peers 3 times a year (6 observations in total)
20 Tutor (Computing)	Observed and been observed with peers 3 times a year (6 observations in total)

Table 2 quantitative data:

Other relevant information	Findings
Peer observations outcomes	When the data of the actual peer observation forms was examined, it shows that more than 80% of the observations did not highlight any major requirements to improve practice, apart from minor issues such as how group work could have been carried out better including all students as well as

	how resources were suggested. However, due to the limited amount of time in observations, some comments showed that resources were introduced after the observations had taken place. Some good practice were identified such as how the sessions showed employability being embedded and equality, diversity and inclusion being practiced widely.
Student attainment percentages	Health Top up achieved 100% for all students on programme, Business Top up achieved 95% with components pending and HND programmes scored 88%. All Health and Business programmes were improved with Health Top up having scored 85% the previous year.
Student retention percentages	The Health Top up degree programme had a 98% retention, HND Health 89%, HND Business 95% and Top up Business 95%. These were all improved on the previous 3 years except for Health Top up which was 100% the previous year.
Student satisfaction percentages	The Health faculty shows that there was a 100% student satisfaction in relation to teaching and resources. Computing had a 89% satisfaction rate Business and Computing were improved as Health scored 100% the previous year.

Table 3. Interview results:

All Participants were interviewed over a two week period. The questions and responses are presented in table 2 below:

Questions	Responses
Q1 What do you think of the peer observations in general?	• All participants agreed that this practice is necessary as it means they get a chance to reflect on behalf of their colleagues and peers • 6 said the practice is not robust as tutors often choose whom they want to observe

	and most end up observing people they are more familiar with or they are friends with • 11 said they feel in this organisation, it is more of a tick-box exercise because they have not heard back from management after being observed, but they have only received feedback on the observations which are rarely negative or pointing out real issues. • 3 participants said it helps shape the direction of CPD training that the organisation arranges from external providers to develop staff. They also highlighted how the peer observations reminded them that employability is a huge part of higher education and it has to be embedded in teaching together with transforming assessment into understanding students and their needs and paying attention to the skills gained to transfer beyond academic achievement.
Q2 What has been the impact of peer observations on your teaching practice?	• All teaching staff agreed that it is important to have peer observation as they have an insight into their own strengths and weaknesses from another perspective, therefore they have improved their skills of student engagement • The management feels that this improves new staff with peer observations and are more likely to pick up skills from observing experienced staff. They also feel experienced staff can learn new skills and be innovative by observing new staff. They also pointed out that in the last 3 years, they have increased from 2 a year to 3 • Management staff discussed that it is also a requirement of stakeholders to ensure there is continuous development of staff • There was a theme among all participants saying they feel more confident when they have had feedback which highlighted their strengths and they took it as reassurance • 4 staff agreed that they have gained skills such as being inclusive and ensuring they are constantly assessing students at all stages of learning.

	• 5 staff said they feel they now think of embedding employability more in their teaching than they did before after observing some experienced teaching staff. These are also inexperienced and they showed that having employability marked as areas of improvement has helped how they plan around their teaching and resources.
Q3 What do you dislike about peer observations?	• There were mixed feelings here with at least 15 participants saying there is never enough time to utilise this practice since the observation does not last for the whole lesson duration. Therefore there are missed opportunities to observe other dynamics of teaching. • 5 teaching staff said they feel friends pick each other and they felt they never have opportunities to observe whom they wish to in terms of experience • Most of the teaching staff said they dislike the scoring system and would rather be left with freedom to observe and include what they think is important to report on afterwards, rather than follow a structure. • 3 teaching staff said they have nothing to dislike as they feel it is supportive to have peer observations.
Q4 If you were to improve the practice, how would you do that?	The most common theme here was that there need to be a structure of observation and everyone should rotate through the year so they will not have to observe the same set of people. There should also be a structure across different faculties in order to standardise the whole institution and not just a faculty.
Q5 What areas of good practice did you find as an observer that you would take into your own practice?	• The majority of the staff came up with the themes around how they felt the tutors they observed showed equality, diversity and inclusion. • Mainly inexperienced staff share that they will now start to be more flexible and not strictly follow a lesson plan or scheme of learning and rather sometimes read where their groups of students are at, to customise learning to meet their needs.

Data analysis

The quantitative data and the qualitative data will be integrated to formulate the framework of outcomes below:

- Do opinions and views of participants match the data on KPIs and student outcomes?
- What is the relationship between students outcomes and increased peer observations over the last two years? (this has gone from 2 to 3 per year for teaching staff)
- Has feedback shown that peer observations are working for teaching staff for the intended purpose of improving practice?

Evaluation & Analysis

In this organisation, peer observations have been taking place regularly with termly intervals and three are completed by every tutor in terms of observing and being observed. This resonates with the views that it is an important part of teaching and developing higher educational programmes. Higher education relies upon peer observation practice in order to ensure standards of good practice are shared throughout the organisation (Fletcher, 2018). The findings also show that the observations include formal observation from management and heads of schools.

The peer observation outcomes in comparison to the best practice framework show that there is a correlation between best practice and the organisational outlook, how the feedback has highlighted areas benchmarked such as developing equality, diversity and inclusion. There is also a clear understanding that embedding employment and transforming assessment are areas the team needs to work on improving as the practice of delivering education may be isolated to only academic achievement, especially with inexperienced tutors at higher education level. Therefore, these are some of the areas that have been highlighted as the organisation having benefitted from peer observations.

The inexperienced tutors also showed a lack of understanding of the importance of increasing student engagement through partnerships. Their teaching styles were transformed into initialising partnerships whether it was through class discussions, or engaging with students to share their expertise in vocational topics where they may have more experience than teaching staff. This follows the principle of collaboration and the new tutors have now learned that collaboration is not only achieved between staff in he, bit with students to enhance their learning experience and skills learned to transfer beyond academic achievements. The views of management after conducting formal observations also supports that where they said the practice of peer observations will surely transform experienced staff to pay attention to specific details as well as inexperienced staff learning other principled that they may either not be aware of, or still grasping the importance of.

Overall, the practice of peer observations was met with a mixture of opinions and perspectives where some felt it was a tick-box exercise that is not robust. However, looking at the results, this practice has definitely transformed the idea of understanding best practice and ensuring the principles and focus are developed outside the traditional CPD environment. The experience of observing each other brings about a positive outlook in how to develop in real time.

From the findings, it is evident that there has been improvements on student outcomes and retention which also need to be credited to staff skills and development, as well as collaboration between staff and students.

Peer observations have been used in higher education continuously to enhance the practice by using the reflective qualities it brings to those practicing. However, there are arguably some disparities in how effective this can be between different organisations, and sometimes between different individuals. As suggested by Dale (2003), higher education delivery is a service that is produced, delivered and consumed simultaneously, therefore needs the quality examination. All stakeholders will trust this process only following capturing and measuring the effects of the practice and peer observation provides the continuity needed to fulfil the need to evaluate. Dale (2003) further suggests that there is no better reassurance to check if the product is meeting the required quality than checking during the process than only waiting for the final product. In some cases, it may be too late and that will potentially ruin the reputation and performance qualities of an institution.

On the other hand, Deming (19820 argued that the idea of peer observation can be seen as an inspection. This is a practice where one individual monitors the behaviour and ways of others in practice. He opposed this practice and said 'performance appraisal' serve to demotivate staff. He said another issue with this practice is that in nourishes short-term performance and not focus on the long term needs behind enhancing performance. This view however, shows the need for any institution to consider whether there is a better way of ensuring the practice is focused on long-term enhancement by introducing effective intervals or by considering how the follow up is carried out.

Other research on peer observations

According to Trujillo et al (2008), peer observation is an exercise that surely enhance teaching and it is encouraging for the person being observed to receive good feedback. The improvements in several cases of peer observation-led improvements come from a place where a person values other professionals' opinions and how they see their skill from their perspective. In many cases, individuals struggle to understand their own weaknesses and areas they need to improve until they have been told or informed by someone else. Even though some peers may hold back being honest with the person they are observing, areas that clearly need improving are often pointed out and acted upon respectively.

However, Trujillo et al (2008) also identified that there are also drawbacks of the practice. Firstly, this practice seems to work effectively with smaller groups and not so well with larger group teaching. This is because each group comes with it's own advantages and challenges due to the different dynamics. Therefore, an educator's skill may be put to an extreme tests if they face a difficult group that may either lead to discussions digressing a lot, or struggling to keep a discussion going if the group is too quiet. Therefore, this is a challenge. They also said that most sessions of peer observation do not cover the whole lesson and therefore cannot be relied upon conclusively. A good suggestion to support that is that it may actually be better coming from students evaluating a professional based on their learning experience, whether they feel their knowledge is improved, or if they are challenged and accommodated enough.

DiVall et al (2012) reported on a survey of higher education staff that were asked about their perspectives and attitudes towards peer observations. The survey was repeated twice in three years and the results shows that faculty satisfaction of peer observation yielded good results. All surveys recorded 100%, 100% and 94%. The emerging themes recorded indicated that shared attitudes towards peers observation included the fact that all the feedback was positive, even though there were some areas of development in some of the feedback, they all agreed that it was necessary for development. 78% agreed that peer observation gave them what they referred to as 'concrete suggestions' of improvement and plans to move forward in their careers. 89% agreed that the idea of peer observations and evaluation outweighed the effort of participation. However, overall it was found to be beneficial for the higher education sector.

Cosh (1999) seems to disagree with the views of DiVall et al (2012). Her views have stated that the practice of peer observation is frequently carried out for the purpose of appraisal or judgement of the observed and not necessarily developing them, branding it possibly detrimental to the observed and their confidence. However, further on, she addressed that there are two perspectives to the practice of peer observation. When being observed, the role of the observed is for appraisal and this comes from above. When observing, the role of the observer is to learn and hopefully improve their own practice by observing others putting their skills to the test. However, the risk identified is that sometimes there are two colleagues who are friends and they can try not to upset each other by being too critical.

Ethics and limitations to study:

While carrying out this research, one of the challenges was to reduce bias. The use of quantitative archival data was useful as it maintains good reliability and validity to ensure that study is not all opinion based. The positivist approach of data used a direct narrative of what outcomes were in relation to the peer observations taking place. However, in the primary research during the interviews, the use of staff in just one organisations limits the representativeness of higher education staff and the effects of peers observation across the sector and not just in one organisation. There is a chance the use of peer observations may be robust in a well-staffed organisation with staff to provide the follow-up related training and other follow-ups that may be needed. Because I work with the participants, their opinions may also have been limited, or not fully honest to avoid possible victimisation or even being judged.

However, the ethics of using direct human participants were carried out accordingly with consent sought from the participants. They were all briefed and informed of the purpose of the study. All participants to this study have also been anonymised including the organisation to maintain the purpose of the study. Measures to ensure there was no physical or psychological harm were taken by conducting a pilot study with a peer who did not participate in the main study. All participants were approached appropriately with respect and informed in the briefing that they had a right to withdraw at any time without any repercussions.

Conclusions

As the purpose of the paper is based on evaluating the practice of peer observation and the impact on student outcomes, the findings clearly showed some areas that have indeed been improved by peer observation, but also areas that need to be improved and reasons why there are varied opinions of the practice. Overall, most of the inexperienced staff now understand the importance and contribution of peer observation as an evaluation tool in itself of ensuring the best practice framework is followed as well as enhancing the student experience, they have learned the principles of best practice that are not obvious when planning teaching. For example embedding employability and promoting collaboration with students. This would then help even with co-production of learning resources between staff and students.

The perspective of teaching staff towards peer observations rely upon how the practice is conducted and if the relevance or benefits are communicated clearly enough to influence the intended purposes. Therefore, after the research interviews, it is clear that some staff are now aware that it is not just a tick-box exercise and rather a practice to inform best practice and sharing of skills and knowledge in a different way. The impact is clear as the focus and principles of the best practice which is targeted by peer observations are linked with student achievement and outcomes overall.

Concluding the research on peer observations and using the best practice framework to evaluate it, it shows that the overall outcome shows a practice that is useful and should be utilised in higher education to improve the teaching practice and the skills of teaching staff. However, there are ways to improve this as it arguably shows that the staff and management were not overly pleased with how it is being utilised. There needs to be a connection with the raining aspects in the organisation based on the outcomes of peer observations. Following that, there also need to be a system where there is a new framework, or structure that is followed that includes:

Establishing clear objectives. These should be clear whether they are generic, or specific to that particular observation amongst other observations that take place. What specific goals is the organisation trying to achieve on the peer observations alone? There should also be a pre-observation meeting to ensure the observer has a clear understanding of what they are looking for apart from the framework alone. From looking at the whole research, it shows that observers are not well trained to understand the whole purpose and way of observing others. This may mean that even though they are observing, they may be missing vital information and other cues to look out for.

The peer observation process could also benefit from a non-judgemental approach that allows the observer to facilitate growth and development and not focus on any negatives or critique. Therefore, a follow up should always be designed to facilitate the growth identified as needed in the observation. Because the observation are not confidential, could it benefit from confidential practice? That would then open a two-way communication between the observed and the trainer identifying areas of development picked up in the observation, but without feeling targeted by a specific individual.

The use of peer observation did have a positive impact on student outcomes as it matches the increase in the practice and the improvement in attainment and retention. Teaching staff would be continuously improving on how effective they were in delivery. In hindsight, the policy of peer observation is one that is important and should be included in teacher training programmes such as the professional graduate certificate in education (PGCE) so that inexperienced tutors have a real enthusiasm to learn further after qualifying by utilising peer observations effectively and understand why they are observed, rather than being monitored. In the future, I would embark n evaluating areas that are covered in peer observation best practice frameworks independently such as student engagement through partnership and internationalising HE to ensure there is a whole understanding of methods of achieving these principles.

I have enjoyed completing this research project as I was also of the view this was not a very important practice as I had only viewed it as a monitoring and evaluation practice rather than an actual learning opportunity for all involved. The organisation I work in has a strong ethos on the impact to the students and their achievement and I see how peer observation are a strong driver of that. I agree with the volume of peer observation requirements in my institution as I understand the more opportunity to learn, the better. I have also acknowledged the limitations of my study as mainly being involved with colleagues as they may hold some honesty as well as the organisation not being able to represent the whole sector across the UK.

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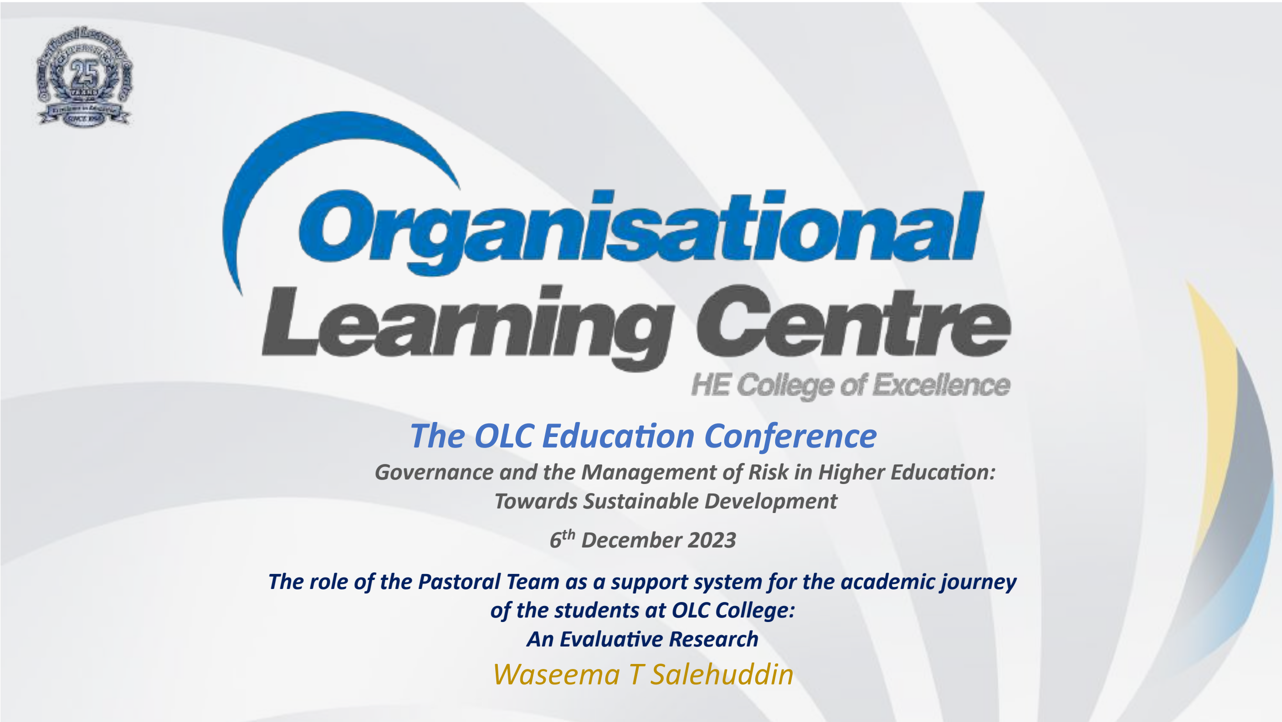
Presented by: Waseema T Salehuddin



An Overview

- This evaluative research explores the role of the pastoral team in the academic journey of the students at OLC College.
- It investigates in detail the students' and the tutors' overall ideas about the team and their services.
- The evaluative research tries to find out how many tutors and students are aware of the types of services the team provides in this college.
- And how tutors are referring their students to the team.
- Questionnaires for both the tutors and the students are used as the research tools. 2 sets of similar questionnaires are developed. A mixed-method approach is taken.
- Questionnaires are randomly given out to Health and Social Care students at the college. However, the tutors participating in the research are from both the Health and Social Care and the Business Department.
- Altogether there were 43 students and 11 tutors as the respondents of the research tool.
- This evaluative research shows how the pastoral team creates bridges among all these factors to aid the students to be successful in their learning journey in this college.
- **Keywords:** Pastoral Support; evaluative research; tutors views; students views; sustainability of HE; mental health and wellbeing.

What impact does the pastoral team have on the student's motivation, achievement and retention at a particular HE college in the UK?

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Aims:

- How is the pastoral team helping students with any mental health conditions?
- Is the pastoral team creating an impact on attendance?
- How can the pastoral team help to create the best possible learning environment at the college?

RUFDATA Analysis:

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- REASON
- USE
- FOCI
- DATA
- AUDIENCE
- TIMING
- AGENCY

Services by OLC Pastoral Team:

- Academic support
- Listening services
- Attendance follow-up
- Organising Events
- Creating a Well-being hub on Moodle

Methodology

A Mixed method approach: Combination of qualitative and quantitative research.

Triangulation: interviews, questionnaires (there is less researcher bias when collecting data through questionnaires than, perhaps interviews (Koshy, 2005) and focused group discussion.

Along with the advantages come some challenges in evaluative research. For instance: who is involved in this evaluative research? While doing the research, what to focus on? And what not? (Saunders, 2020).

A theory of change explains what the expectation from an intervention is. Usually, at the beginning of this theory, there are sets of events to analyse (outputs, immediate outcomes, intermediate outcomes, and ultimate outcomes). For this research, that can be subject to base interventions on, like: attendance, non-submissions, and lack of any specific skills.

Similarly, by following the theory of change this evaluative research looks at the knowledge gap among the pastoral team, tutors and the students and OLC College.

Questionnaire for the Students

(Please circle as appropriate)

1. Do you know about the pastoral team support in this college?

Yes No

2. Which services of the pastoral team are you aware of?

- Listening support for mental stress and anxiety
- Academic support
- IT support
- Others ________________________________

3. How often do you get support from the pastoral team?

a) once or twice a term, b) once a week, c) never d) other _______________

4. Do you think meetings with the pastoral team for the "listening service" can help you with your mental health conditions?

Yes No Don't know

5. Does meeting with the pastoral team motivate you to improve your attendance?

Yes No Don't know

6. Does meeting with the pastoral team motivate you to improve your task submissions?

- a) Very much b) Not really c) Never

7. Do you think the pastoral team helps you to feel included in the college team?

Yes No

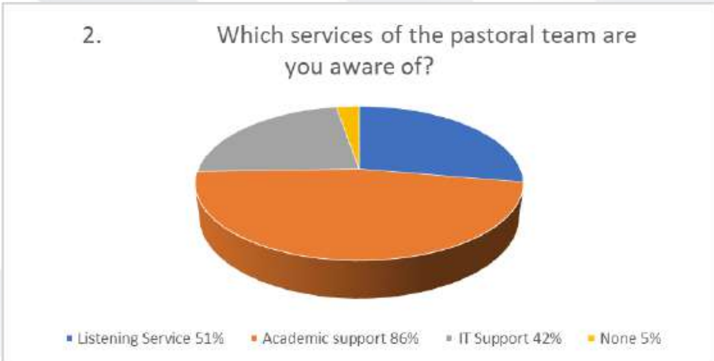
8. Do you think the pastoral team needs more specialised training? If yes, what are your recommendations?

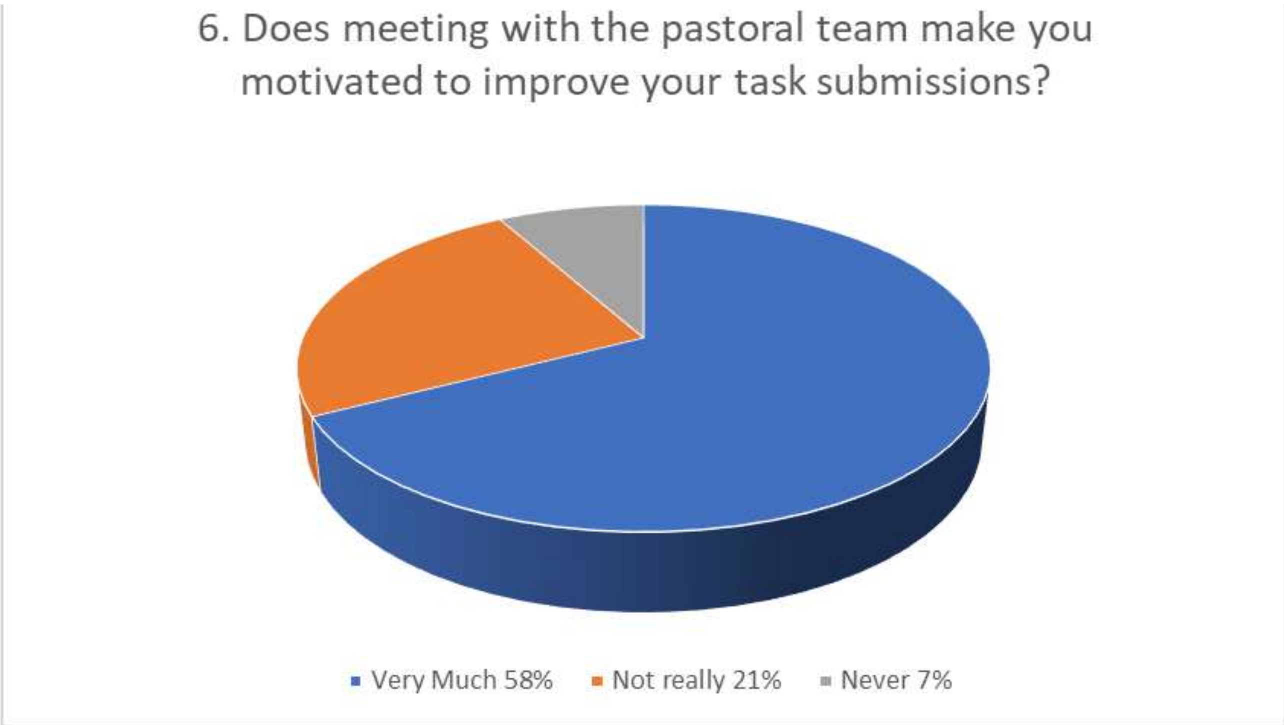
9. Overall, what are the strengths of the pastoral team at this college?

10.What other services the pastoral team can provide to improve your experience as a student?

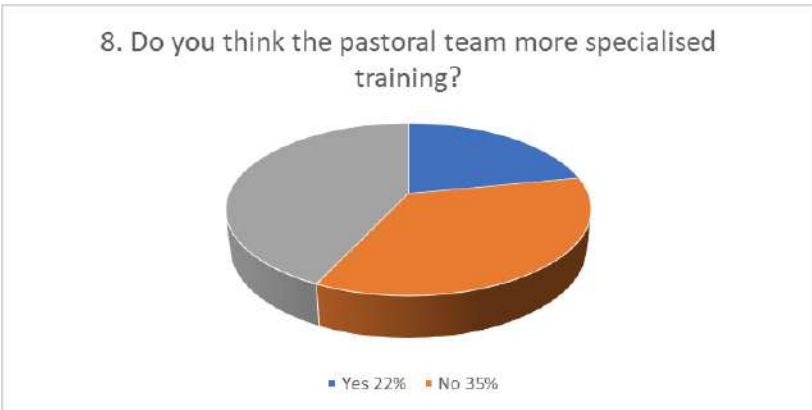
Some Interesting and Important Findings …

Students' data …





22% said Yes; 35% said No, 43% said 'Don't know'



Students who said the team doesn't need any further training, the reasons they mentioned are:

- The team is trained enough to help and guide the students.
- Need more pastoral team members, to give enough time to all the students.
- Information sharing or publicity for the team is needed "Letting us know that we are here for you and let us know where and when we can meet them".
- Tutors should remind and inform us about the support from the Pastoral Team.

9. According to the students, overall, what are the strengths of the pastoral team at OLC?

- They are good at communication
- Good listening service, helps us both emotionally and academically.
- Good IT support
- Prioritise students interests and needs
- Open to everyone, non judgemental
- Makes me feel included in the college environment
- Good teamwork
- " They help students to get their best opportunity possible in HE to believe in their full potentiality".

Some recommendations from the students:

More publicity, may be posters around the college to let us know who they are? What they do? How can we avail the support?

Better interpersonal skill for some of them

Organise information session about the team and their services.

Better follow up system

However, some of them said, no improvement needed. "This is a very special service in this college to support the students!"

Questionnaire for the Tutors (Please circle as appropriate)

1. Do you know about the pastoral team support in this college?

Yes No

2. Do you know what are the Pastoral services available for students? Can you name some?

____

3. How often do you refer your students to the pastoral team?

a) once or twice a term, b) once a week, c) never

4. Do you think meetings with the pastoral team can help students with mental health conditions?

Yes No

5. Do you think meeting with the pastoral team makes the students motivated to improve their attendance?

Yes No

6. Do you think meeting with the pastoral team makes the students motivated to improve their task submissions?

a) Very much b) Not really c) Never

7. Do you think the pastoral team helps the students to feel included in the college team?

Yes No

8. Do you think the pastoral team more specialised training?

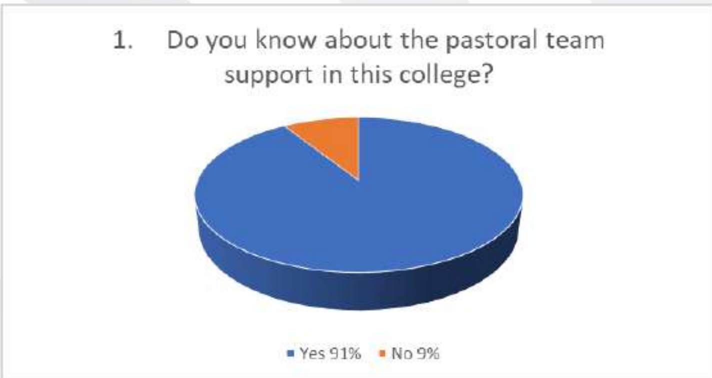
Yes No

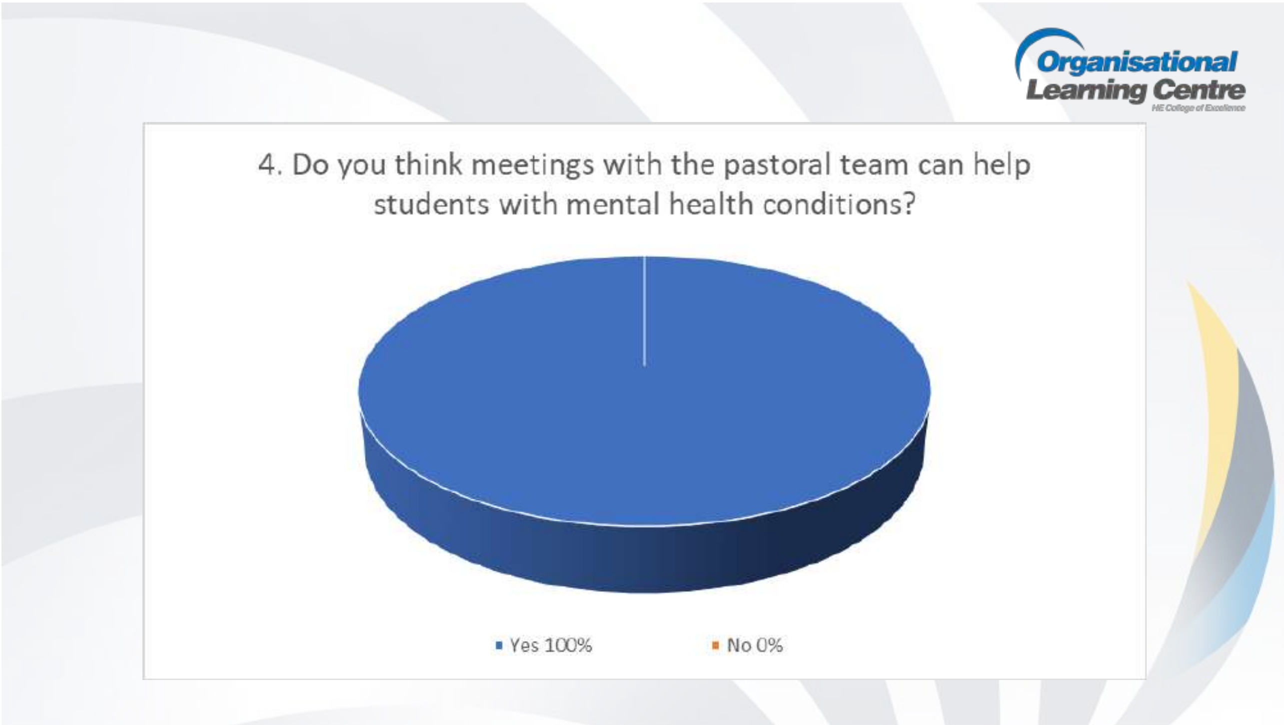
If yes, any suggestions? ________________________

9. Overall, do you think the pastoral team is working as a good support system for the students at this college? If yes, why and how?

10. What other services the pastoral team can provide to improve the students' learning journey at this college?

Data from the questionnaires to the Tutors:




Organisational Learning Centre
4. Do you think meetings with the pastoral team can help students with mental health conditions?
Yes 100%
No 0%


Organisational Learning Centre
8. Do you think the pastoral team need more specialised training?
Yes 73%
No 27%

8. Do you think the pastoral team needs more specialised training? If yes, what are your recommendations?

Students:

- Training on 1:1 support
- Interpersonal skills
- Confidentiality.
- Training on cultural inclusivity and diversity which will equip the team in a better way to empower the students at college and at their workplace.

Tutors:

- Training on supporting self-efficiency.
- How to support students with grief after any bereavement or loss
- Sign posting students to proper organisation and authority.
- Communication
- Safeguarding
- Helping students with behaviour and anger management issues

9.Overall do you think the pastoral team is working as a good support system? Why and how?

- The tutors appreciate the listening service the Pastoral Teams provides. They find it useful to help students with their confidence in their academic journey.
- They think the services by the pastoral team help the students to improve their attendance and academic achievement.
- They also stated that the team is very prompt, helpful and approachable. Students feel valued in this college because of this service, the tutors think.
- They think it’s a great support for the tutors too. They enjoy the teamwork with the pastoral team to support the students. They also said that they are flexible and work around the students’ availability.

Suggestions from tutors are:

- The pastoral team members can come to classes to introduce themselves and their services.
- If a student facing any issue with student finance, direct them to the proper department at college.
- IT support, mental health support (this tutor is not fully aware of the services provided by the team
- Organise events like cultural day, winter fair more, to make students feel happy and included.
- Organise field trips and stress relieving gadgets available for the students in class.
- Organise workshops on dealing with metal health issues like: stress, anxiety, anger management and so on.

Some significant recommendations from the students and tutors to help Pastoral Team to reach out to the students in a better way:

- More publicity internally and externally, as this one of the biggest strengths of this college community. Posters should be displayed all around the campus(with the team members photos): Classrooms, Toilets, Corridors with a QR code, so that students can refer themselves to the service, to get quicker access to the service.
- In the beginning of each term the Pastoral Team members should visit eall the classes to make themselves familiarise with the students. They should talk about the services they provide.
- Similar questionnaire should go around every term to check how the Pastoral team is doing.
- Tutors should talk more about the service and encourage and guide the students to use the service.
- Some trainings can be provided to the Pastoral Team members, like: interpersonal skills, communication, safeguarding, dealing with mental health and wellbeing, better understanding of all the units.

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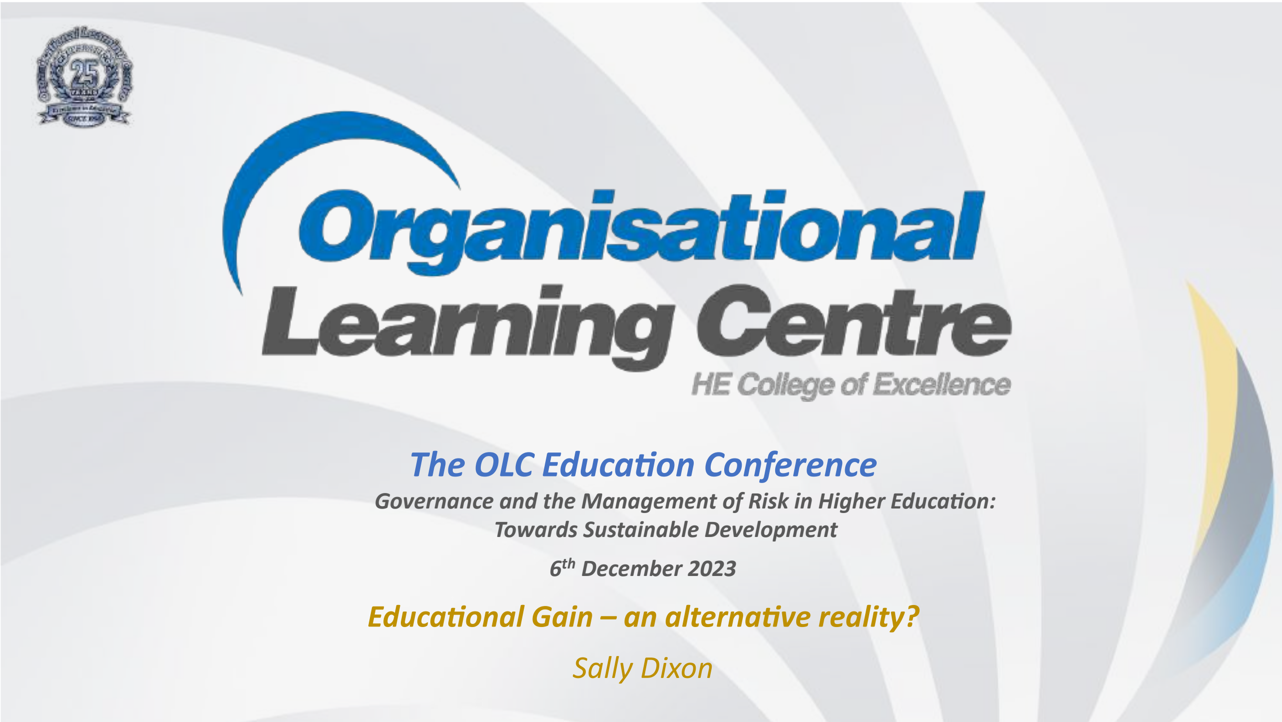
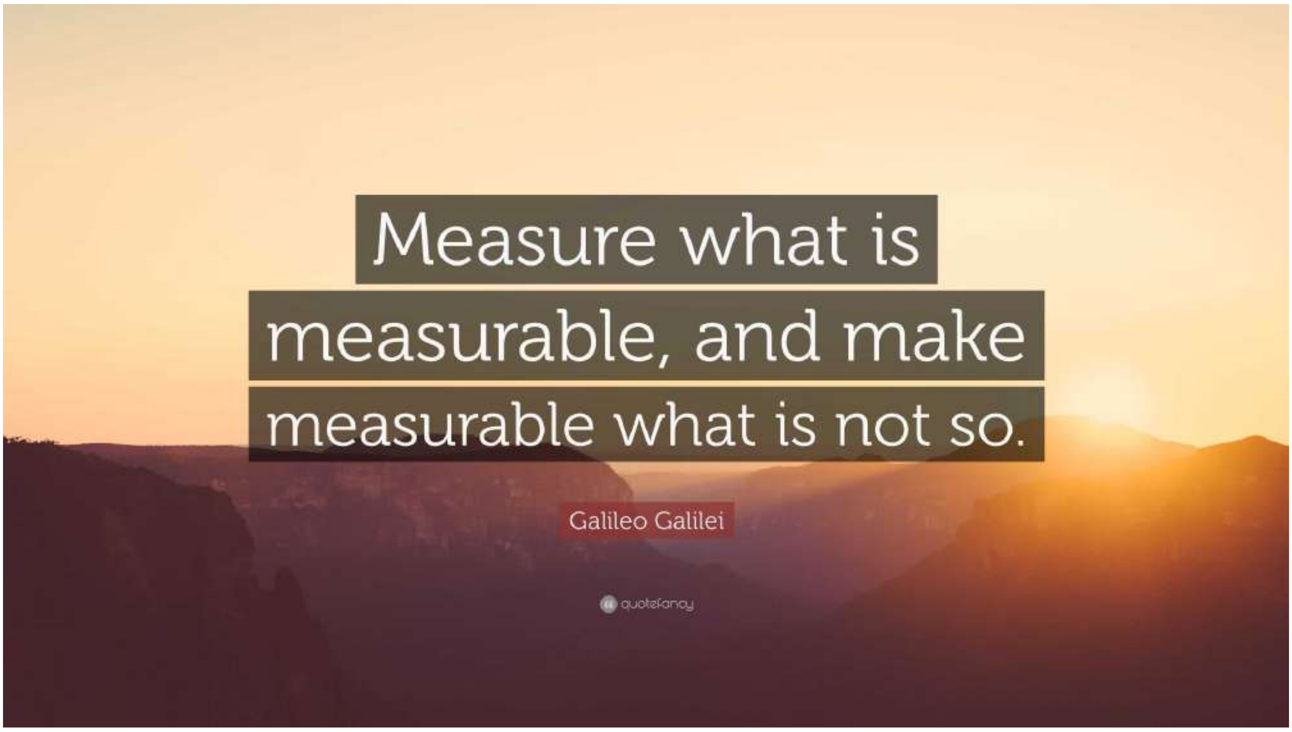
Presented by: Sally Dixon





Measuring Education in the UK

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- Entry at age 4 to 5 – check starting point
- Age 5 to 7 Key stage 1 – phonics, national tests in English reading and maths
- Ages 7 to 11 Key Stage 2 – National tests in English reading, maths, and grammar, punctuation and spelling

The national curriculum: Overview - GOV.UK (www.gov.uk)

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Measuring Education in the UK

Organisational Learning Centre
HE College of Excellence

- Age 11 to 14 Key stage 3 – no national tests
- Age 14 to 16 Key Stage 4 – take GCSEs or other national qualifications
- Age 16 to 18 – Progress Measure

16 to 18 accountability measures: (publishing.service.gov.uk)

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Comparing National Performance level 3 and below

Government issues National Achievement Rates (NARTs) and qualification achievement rates (QARs)

Providers are compared against the type of qualification e.g. level, subject, apprenticeships

Learner outcome data utilised by Ofsted, management, media

[Qualification achievement rates business rules 2021 to 2022 v2.0 (publishing.service.gov.uk)]

[Statistics: national achievement rates tables - GOV.UK (www.gov.uk)]

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Value Added:
‘how well students did in their qualifications compared to other students with similar prior attainment nationally’

[16 to 18 accountability measures: (publishing.service.gov.uk)]

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Measuring Higher Education in the UK – Office for Students

- Student outcomes
- Condition B3
- [Student outcomes: Data dashboard - Office for Students]
- Numerical Thresholds for:
  - Continuation
  - Completion
  - Progression (destination)

- Teaching Excellence Framework
- [TEF data dashboard: Data dashboard - Office for Students]
- Benchmarks (based on type of student/provider)
  - Student experience (National Students Survey)
  - Continuation
  - Completion
  - Progression (destination)

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Learning Gain in Higher Education

- Higher Education Funding Council for England (HEFCE) commenced the Learning Gain Project before being inherited by the Office for Students (OfS) in April 2017
- It was framed by the report from RAND Europe, also commissioned by HEFCE
- Rand defined learning gain as:
  - *the difference between the skills, competencies, content knowledge and personal development demonstrated by students at two points in time.*

helga-report.pdf (officeforstudents.org.uk)

Learning Gain in Higher Education

- HEFCE funded Learning Gain project to:
  - *look at how to measure improvements in knowledge, skills, work-readiness and personal development made by students during their time in higher education. (*[Learning gain - Office for Students]())
  - *At its simplest, learning gain can be understood as the 'distance travelled' by a student*
  - *Even the approach that might at first sight be assumed to be most generalisable – using student marks – is revealed to have some shortcomings when applied across disciplines within a single institution. These difficulties are only likely to be compounded if the approach were attempted to be applied across institutions*. ([Lessons in learning gain: insights from a pilot project (tandfonline.com)]())

Simplistic definition of Learning Gain

the change in knowledge, skills, work-readiness and personal development, as well as enhancement of specific practices and outcomes in defined disciplinary and institutional contexts

Teaching Excellence Framework 2023

- Office for Students in the Teaching Excellence Framework (TEF) consultation in 2022 stated:
  - *if a provider wants to be recognised for excellence through the TEF, it should be able to explain what it intends its students should gain from their education beyond these measures (experience and outcomes), and provide evidence of how well it is succeeding in this. We recognise that the nature of the intended gains and how they are measured may differ between providers. With this in mind, and in the current absence of a **national measure,** we propose that **educational gains** would be assessed based on qualitative and quantitative evidence that a provider determines itself and includes in its submission.*

Teaching Excellence Framework 2023

- Office for Students in the Teaching Excellence Framework (TEF) guidance for 2023 submissions stated:
  - *We recognise that there is currently no national measure of educational gain, and that many providers may not have developed their own approach to measuring the educational gains they deliver for their students. The approach to assessing educational gain in the TEF 2023 is intended to enable providers to demonstrate **a clear articulation of their ambitions for educational gain**, credible approaches for delivering this, and where possible evidence that it is delivered in practice.*

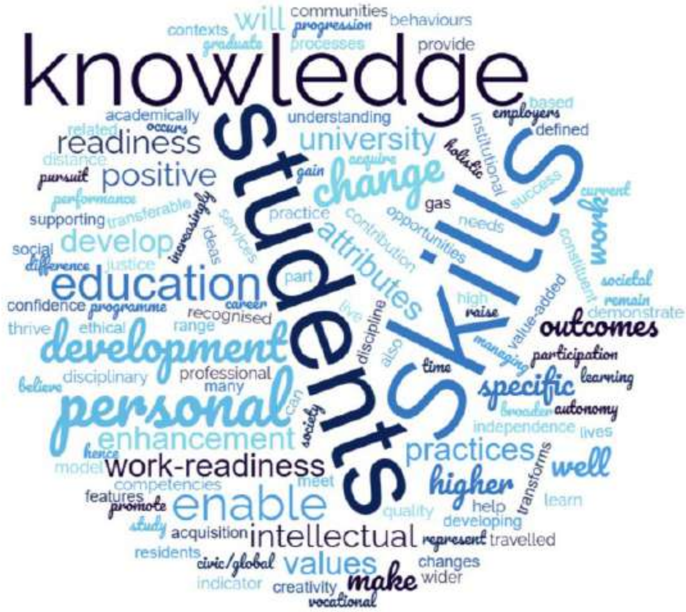
- Regulatory advice 22 - Guidance on the Teaching Excellence Framework (TEF) 2023 (officeforstudents.org.uk)

Teaching Excellence Framework 2023 submissions

- Ratings awarded to 157 universities and colleges
- Panel summary reports and provider submissions published 30th November 2023

- Panel comments
- Gold
  - Clearly conceptualised
  - Support students to achieve
  - Able to measure
- Silver
  - Clearly explained
  - Intend to achieve
- Bronze
  - Effectively articulated
  - Too little evidence to judge

Provider submissions




REALITY
IS WHAT
YOU CAN
GET
AWAY
WITH


Any
Questions

Presented by: Dr. Jonathan Owens

University of Salford MANCHESTER

Eur Ing Dr Jonathan D Owens

PhD MPhil MEng BEng(Hons) CEng FIMechE FRSA FCILT FIOM FHEA

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- Young Enterprise(UK) Ambassador 2022
- Greater Manchester Area IMechE Committee member
- STEM Ambassador for the UK Engineering Council
- Professional Review Volunteer and Career Learning Assessor for the IMechE
- Reviewer on 2 ABS journals
- Husband, Dad, & Granddad

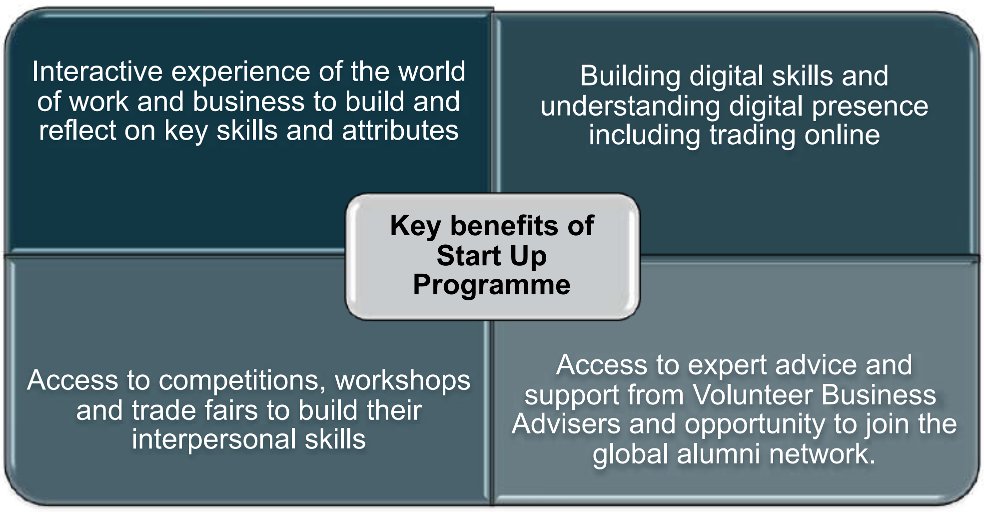
SALFORD BUSINESS SCHOOL

"Integrating the 'Young Enterprise Start-Up' into Teaching and Learning in Higher Education"

What is a Start-Up programme

- Start-Up is designed to connect with young people using applied learning techniques opportunities to progress and empower them on their journey towards employment.
- Not a simulation or business game but a real-world business experience integrated into the academic calendar.

Key Benefits of Start-Up



Applied Learning & Enterprising Mindset

- Develop confidence, an enterprising mindset and employability skills
- Gain first-hand experience of work, job roles and working as a business start-up team
- Recognise and actively demonstrate the qualities and skills needed for employability post graduation
- Gain self-awareness of personal strengths and areas for personal development
- Understand self-employment/entrepreneurship as a career option
- Develop interesting and relevant content for applications to education/ training providers and future employers
- Develop a professional network Set SMART goals and plan next steps to achieve

So…What type of Business Start-Up?

- Profit making
- Start-up to make as much profit as possible within the operating timeframe.
  - Opportunities to sell 'live'
- Reinvest, Pay shareholder, Charitable donation etc.

- Social Enterprise
- Start-up to support a specific or environmental purpose.
  - Opportunities to sell/promote 'live'
- Distribute lager proportion of profit to social enterprise.
  - Some profit to business/shareholders, but prime focus on social enterprise

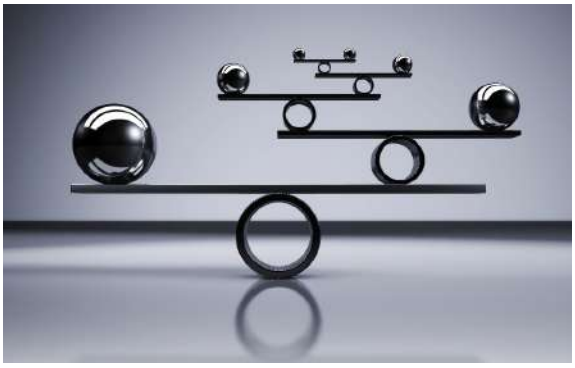
Creating the Enterprising Start-Up

Teaching & Learning Approaches

- Enterprise & Enterprising Mindset Integration
- Applied Learning
- Industry Links
- Field Work
- Guest Lectures
- Trading (live vs virtual) potential
- PR and Marketing
- Launch Incubator

Assessment

- Report
- Presentation
- Set by Industry
- Jointly assessed
- Prepare for Competition



hearNprotect

save your ears.


What is our Global Solution?
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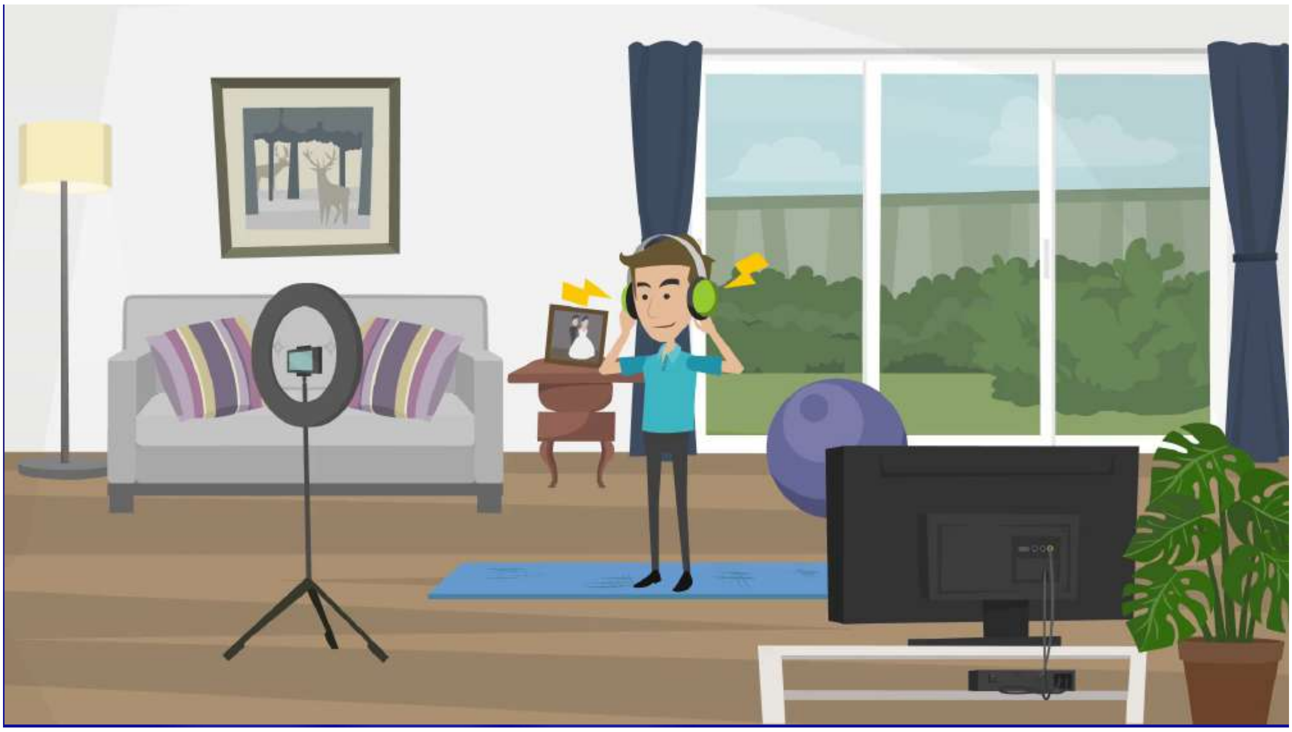
Prototypes



Success comes in many packages

Thank-you and Questions

‘Linking Relational Coordination and Employees’ Wellbeing through Psychological Capital’

Extended Abstract

Presented by Professor Cedric Aimal Edwin acknowledging contributions from Professor Dave Bamber and Dr Abid Ahmad

This study investigates the critical relationship between relational coordination and employees’ wellbeing, with a specific focus on the mediating role of psychological capital. As organizations increasingly prioritize employee wellbeing as a strategic goal, understanding the mechanisms that contribute to its enhancement has become essential—particularly in knowledge-intensive sectors such as higher education. Drawing on the Conservation of Resources (COR) theory and the framework of positive organizational behaviour, this research explores how coordinated relational dynamics within the workplace can serve as a catalyst for the development of psychological capital, which in turn influences employees' overall wellbeing.

Relational coordination refers to a mutually reinforcing process of communicating and relating for the purpose of task integration. It encompasses shared goals, shared knowledge, and mutual respect among employees, and is particularly relevant in interdependent work environments where collaboration is essential to performance outcomes. Psychological capital, on the other hand, is defined as a positive psychological state characterized by four components: hope, efficacy, resilience, and optimism (often referred to collectively as HERO). These psychological resources are increasingly recognized as central to employees’ capacity to cope with stress, maintain motivation, and sustain engagement and wellbeing.

The research adopts a cross-sectional, explanatory, and non-experimental design to empirically test these relationships. Data were collected using a simple random sampling technique from employees working at a private sector higher education institution in Pakistan. A total of 229 responses were obtained and analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM). This methodological choice is appropriate given the exploratory nature of the study and the need to test complex models involving latent constructs and mediation pathways.

The results reveal a statistically significant and positive relationship between relational coordination and psychological capital. Furthermore, psychological capital is found to have a direct and positive effect on employees' wellbeing. Importantly, the mediation analysis confirms that psychological capital partially mediates the relationship between relational coordination and wellbeing, suggesting that coordinated relational processes contribute to wellbeing both directly and indirectly through the development of positive psychological states.

These findings are consistent with the Conservation of Resources theory, which posits that individuals strive to obtain, retain, and protect their valued resources, including psychological resources. In this context, relational coordination can be seen as a work-related resource that facilitates the acquisition of further psychological resources, such as self-efficacy and resilience, ultimately enhancing overall wellbeing. Similarly, the results align with the principles of positive organizational behaviour, which emphasizes the development of employee strengths and capabilities as a pathway to improved individual and organizational outcomes.

The study contributes to the literature in several important ways. First, while relational coordination has been previously linked to performance outcomes and organizational effectiveness, its role in shaping psychological capital and employee wellbeing has received comparatively less attention. By highlighting this connection, the study extends the understanding of relational coordination from an operational construct to one that also has humanistic and psychological implications.

Second, although psychological capital has been widely studied in organizational behaviour, the exploration of its antecedents remains a developing area. Much of the extant research has focused on outcomes of psychological capital, such as job satisfaction, engagement, and performance. This study shifts the focus upstream by examining how workplace dynamics, particularly coordination processes rooted in relationships, can foster the development of psychological capital. This upstream perspective is valuable for organizational leaders and human resource professionals seeking to build healthier and more supportive work environments.

Third, the study's context—higher education in the private sector in Pakistan—adds a geographical and sectoral dimension to the literature. While much of the research on these constructs has been conducted in Western contexts or corporate environments, this study provides evidence from a non-Western, service-oriented sector where teamwork, communication, and relational processes are vital to service delivery and institutional success. This contributes to the growing call for more context-sensitive organizational research, especially in underrepresented regions and industries.

From a practical standpoint, the findings offer actionable insights for managers, particularly in educational institutions where interdependence between academic, administrative, and support staff is high. Building and reinforcing relational coordination—through interventions such as team-building activities, cross-functional collaboration, leadership development, and improved communication systems—can play a pivotal role in fostering a psychologically supportive work environment. In turn, this can enhance employees' psychological capital, equipping them with the personal resources needed to thrive at work.

Moreover, the study highlights the importance of psychological capital as a strategic asset that can be cultivated rather than simply measured. Human resource policies and training programs aimed at developing hope, optimism, efficacy, and resilience can not only buffer employees against stress and burnout but also amplify the positive effects of existing relational structures in the organization.

Limitations of the study include its cross-sectional design, which limits the ability to make causal inferences. Future research could adopt a longitudinal approach to examine how relational coordination and psychological capital evolve over time and how they jointly influence longer-term wellbeing outcomes. Additionally, while the study focuses on the mediation effect of psychological capital, other potential mediators—such as perceived organizational support or job autonomy—could be examined in future studies to build a more comprehensive model.

In conclusion, this research addresses a notable gap in organizational behavior literature by empirically linking relational coordination and employees' wellbeing through the mediating role of psychological capital. It demonstrates that relationally coordinated work environments contribute significantly to employees' psychological resources, which in turn enhance wellbeing. The study reinforces the idea that psychological wellbeing is not solely the result of individual traits or stress management but is also deeply embedded in the quality of interpersonal relationships and systemic coordination at work. For organizations

seeking to improve employee wellbeing in a sustainable and meaningful way, investing in both relational systems and psychological development strategies offers a promising path forward.

Keywords: Relational coordination, Psychological capital, Employee wellbeing, Positive organizational behaviour, Conservation of Resources theory, Higher education, PLS-SEM, Organizational behaviour, Workplace relationships, Human resource development

'The Implementation of Marketing in Higher Education from Theory to Practice'

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Abstract

This paper investigates the implementation of marketing theory, strategies and tools in higher education. Undoubtedly, marketing affects as well as determines universities' perceived quality and image. Therefore, adopting marketing concepts to higher education is no longer a choice, but rather a necessity. Higher education stakeholders perceive a higher education institution's quality from the marketing activities that are embraced by an educational provider. However, the extent to which marketing concepts should be implemented in higher education has always been subject to criticism. Obviously, applying business concepts to non-profit institutions like universities put higher education values and missions into question. Therefore, this research will highlight the extent to which marketing approaches and strategies like marketing plan, marketing research, segmentation, targeting and marketing mix should be implemented in higher education for the sake of a better quality and more productivity in a highly competitive environment.

Keywords: Higher Education, Marketing, Private Universities, Stakeholder Orientation

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Introduction

The importance of marketing in higher education has been extensively discussed in developed countries where higher education is a vital sector namely in the United Kingdom, United States, Australia and Canada. A number of issues and concerns ignite academic debate of whether marketing theories and models are applicable to higher education or not (Kwong, 2000). Marketing seems to be vital to higher education as a non-profit sector basically in developing countries where education is inevitable for sustainable development and economic prosperity.

The literature of marketing in higher education has been divided into two main approaches: problem identification and problem solving (Brown and Oplatka, 2006). First, problem identification research focuses upon problems of marketing in higher education by addressing those problems to marketers and academicians for solutions. The main problem identification in this literature review is the challenge facing the implementation of marketing in higher education and the problems of concepts. Second, a problem solving approach focuses more on adopting strategies and marketing tools and practices for a better quality in higher education (Malhotra and Birks, 2000). Although this research will address the problem identification approach to contextualize the research problem of marketing in higher education, the main objective in this paper is to embrace a problem-solving approach by suggesting how marketing strategies contribute to higher education.

I. Marketing in Higher Education

Defining marketing in higher education has been subject to evolution. This is attributed to the fact that higher education's constituents are not clearly defined. While some literature considers higher education as a product, others embrace service orientation in defining marketing in higher education (Umashanker, 2001). Another debatable issue is whether students are considered as consumers of universities' programmes or as products with employers being consumers (Conway *et al.,* 1994).

Definitions of marketing in higher education in the 1990s tend to confine marketing to the parochial perspective of marketing communication. Managers of higher education focused more upon how students take their decisions to choose a certain university and what they prioritize while selecting a higher institution. Managers can then adapt communication materials, prints and promotional tools to meet students' needs (Mortimer, 1997). While many Western higher education institutions have gone beyond marketing communication, other institutions in developing countries are confining marketing to promotion.

Kotler and Fox (1995) define marketing in higher education as:

> ''the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntarily exchanges of values with target market to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target market's

> needs and desires and using effective pricing, communication, and distribution to inform, motivate and service these markets.'' (p.6)

Similarly, Binsardi and Ekwulugo (2003) argue that all marketing efforts and strategies should be geared towards the consumer's needs. Market orientation of higher education is also essential in Kotler's definition of marketing in that universities can achieve a competitive advantage by incorporating market orientation in their strategic planning (Conway *et al.,* 1994).Earlier definition of marketing in higher education has focused on students as products while employers as consumers. As a matter of fact, there has been always a disinclination to consider students as consumers lest higher education adopts business values (Barrett, 1996).

It was not until 1990 that marketing in higher education embraces service marketing in its definition. Mazzarol emphasises the nature of higher education as a service. Because education focuses on relationship with consumers it tends to be highly intangible and therefore, subject to service marketing theory (1998). Later, the concept of marketing will expand to include not only students but also other stakeholders in higher education. The American Marketing Association (AMA) defines marketing as:

> ''set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large'' (AMA,2013)

As a matter of fact, including other stakeholders in higher education exacerbates the mission and objective of higher education institutions as stakeholders may have different or contradictory interests.

II. Importance of Marketing in Higher Education

In the last three decades, many factors have contributed to the adoption of marketing in higher education. higher education institutions see higher education industry as a lucrative market. As a result, the number of institutions raised up while students decreased. Finding new ways to recruit prospective students made higher institutions borrow marketing models and strategies from business industry (Gibbs and Knapp, 2002).

The role of marketing in higher education has evolved significantly owing to economic and social factors. Kotler and Fox explained how marketing has undergone through many phases in higher education (1995). First, *marketing is unnecessary.* At this stage institutions believed that education has its value in itself, and therefore there is no need to market courses. Similarly, Students find exactly what they want in universities' curriculum. Second, *Marketing is promotion.* The fall in students' numbermade universities to involve in recruiting activities. Universities start to promote their courses and programmes through admission offices which was basically functioning as sales departments. The third phase is *Marketing is segmentation* *and marketing research*. Obviously, universities start to learn that they cannot adopt the 'one size fits all' strategy, and that they can save their energy and money spent for targeting students who meet the university's mission. Admission departments start to focus more on analysing students' decision making and choices as well as recruiting students similar to their current ones. The forth phase is *Marketing is positioning.* The spread of competition exerts an influence on universities and schools to adopt distinctive characteristics so that they can be visible and highly competitive to attract students. Differentiation improved those universities' image and facilitated students' decision making. The fifth phase is *Marketing is strategic planning*. Buffeted by competition, economic and social changes, universities and schools start to consider external factors in the construction of their image. Higher education institutions start to think strategically by taking into consideration economic trends and social values when revising programmes and activities. The last stage in marketing enrolment is *marketing is an enrolment management.* Universities realized that students' experience is important and that enrolment does not finish once a prospective student register but rather exceeds the first day at the admission department. To maximize students experience, different departments start to collaborate and focus more on students' satisfaction and needs (Kotler, 1995).

Most universities and schools namely in developing countries have not achieved the seventh stage in Kotler's enrolment marketing. As a matter of fact, universities in Morocco, for example,tend to consider marketing as a promotional tool rather than a strategy that focuses on enrolment management (Sabando *et al*., 2016)

III. Strategic marketing approaches in higher education

A. Product marketing strategy

Product marketing approach in higher education considers students as consumers while programmes and courses as products (Conway *et al.,* 1994). It is worth mentioning that the concept of product is not restricted to tangible products but includes also intangible services. Armstrong and Kotler (2016) states that ''in addition to tangible goods, products include services which are activities or benefits offered for sale that are essentially intangible and do not result in the ownership of anything'' (p.7).

Although product marketing approach has only one exchange process by producing a service to students, it can result in a competitive advantage when institutions deliver a range of product mix (Conway *et al.,* 1994). Newbould (1982) emphasized the importance of product portfolio matrices in that they analyse the total product mix strategy as well as provide a competitive strategic advantage for higher education institutions. Newbould (1982) has also applied Boston Consulting Group Matrix (BCG) in higher education programmes. By positioning each programme in the matrix and by comparing academic programmes, management can allocate resources or terminate any programme depending on its performance. Although it is useful, product portfolio model proposed by Newbould fails to respond to the complexities that educational programmes have. This is because many variables, out of students demands, may affect programmes' performance like government funds, innovation and market needs, and therefore, management decisions based solely on product portfolio model become insufficient (Wells, 2011).

A number of studies have also adopted the 4Ps transactional marketing approach in higher education. Binsardi and Ekwulugo (2003) conducted a survey using transactional marketing model. They have concluded that students' needs are clustered around tangible and core features of an educational product like fees, quality, scholarships and academic recognition. Accordingly, the best suggested marketing strategy to attract students is to focus more on better quality, lower tuition fees, scholarships and adopt promotional strategy through alumni, universities' websites and friends. Binsardi and Ekwulugo (2003) concluded that in order for higher education institutions to succeed, it is imperative that they foster relationships and interaction with stakeholders instead of adopting merely transactional marketing approach.

B. Service marketing strategy

Most scholars (Kotler and Fox, 1995; Mazzarol, 1998; Brooks and Hammons, 1993) argue for the fact that higher education is a service rather than a product. Therefore, due to the intangible nature of higher education, other components were added to the traditional four marketing mix (price, place, promotion and product). These are: people, physical facilities and process. Zeithaml *et al*. (1985) presented four features that characterize any service including higher education: intangibility; heterogeneity; inseparability and perishability.

Although educational experience is tied to physical diplomas, the whole process is intangible and does not lead to the acquisition of any factor of production. Kotler and Andreasen (2013, p.429) describe a service as *"any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything".* Similarly, Du Plessis and Rousseau (2008) highlights the importance of intangibility as a distinctive feature of services in higher education. Although higher education institutions comprise intangible forms like teaching process, other tangible elements are taking place in higher education like learning materials, final certificates and textbooks. It is very important not to consider services and products as polarities or opposing dualities but rather as a continuum that can include both with different scales MacColl-Kennedy (2003).

Lovelock and wright (2002) elaborate on the features that characterize services in higher education institutions. First, customers are highly involved in the process of a service. Students' performance and participation, for example, affect the quality of services provided. They cannot set back and wait for the service to be delivered. Therefore, customers and services are inseparable. Second, customers cannot have the same perception toward higher education institution. Each time the service is provided, students gain different experiences and perceptions (Brooks and Hammons, 1993). This makes the service provided heterogeneous in higher education. Third, higher education services are perishable and therefore cannot be inventoried. Because higher education service is perishable, students have to attend the courses physically to get the educational service.

Although service marketing mix is applicable to higher education, educational institutions have unique features that make applying service concepts to higher education challenging. Canterbury (2000) argued for the fact that similarities between higher education and other businesses are not sufficient to adopt service marketing to higher education. He presents a number of distinctive features that characterise higher education. First, choosing a higher education is a unique decision. Such unique decision is highly important to the decision maker than any other purchasing decision because it affects directly decision makers' life. More importantly, students may not necessarily have precise and sufficient information to assess the unique decision. Second, higher education institutions involve entirely customers in the process of the service. Unlike other businesses, higher education institutions, or what Goffman (1961) names '*total institutions*', influence students' life to a great extent. The boundaries between personal life and educational service become unclear when higher educational institutions take care of education, lodging, social life, recreation and food (Lovelock, 1980). Third, prospective students' development is very sophisticated. Their wants and needs, desires and objectives restrict the process of educational service.

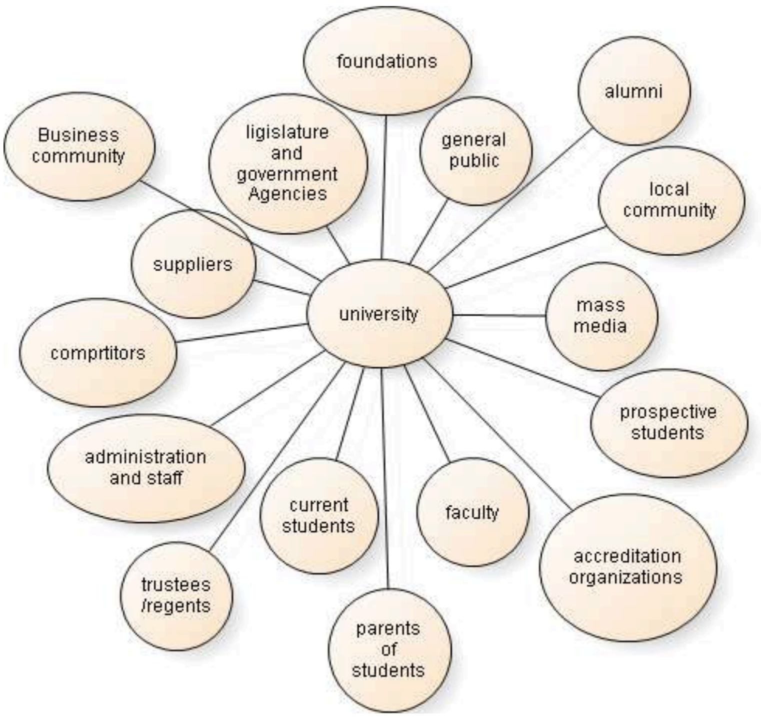
Both product approach and service approach have considered students as customers while programmes as products. They have both adopted strategic planning on the basis of defined and predetermined customer-product interaction (Conway, 1994). However, customer-oriented strategy problematizes the concept of consumer-product duality when it integrates other stakeholders into the process of marketing strategy in higher education. This is because different needs and wants of other stakeholders may affect institution's objectives.

C. Stakeholders orientation

Mehralizadeh and Emoghaddam (2010) demonstrate that students are not only customers of higher education in the traditional sense of a customer in a service industry, but they are also products of educational institutions from the perspective of other stakeholders like employers. The peculiar nature of customers in higher education make scholars to focus more on customers and identify them first before planning any marketing strategy. Belohlav (1984) examined the question of the customer in higher education. Although he acknowledged that students are the final customers, they are other customers as well. Alumni, government and businesses are some of them. The alumni consume their school activities and part-time courses. Similarly, businesses and governments consume graduates and potential employees. The diversity of customers and their needs in higher education makes institutions' missions challenging and complex.

Kotler and Fox (1995) examined thoroughly other stakeholders of higher education or what Kotler calls 'the public'. Figure 2-1 illustrates the 16 stakeholders that have potential or actual interest in an education institution.

Figure 1: The university and its public



Source: Kotler and Fox (1995, p.20)

Stakeholders differ in their involvement in higher education because of different needs and wants. While prospective students may need a job after graduation, parents look for teaching quality or accreditation of programmes. Understanding customers' needs and wants is very important to adopt marketing orientation, otherwise; institutions will experience 'marketing myopia' (Kotler and Fox, 1995). Marketing orientation in higher education focuses more on customers' satisfaction through designing, communicating, planning and delivering the right programme and service. Although stakeholders' interests, needs and wants might be conflictual in regards to the institution's mission and objective, institutions should choose selectively the appropriate stakeholders that go hand in hand with the institution's mission, then adjust those objectives and missions with the public needs and wants (Kotler, 1995).

Other literature embraces the concept of '*stakeholder orientation'* rather than '*customer orientation'* (Alarcon-del-Amo *et al*. 2016; Sabando *et al*. 2016). This is because of the fact that the concept of customer orientation does not fit into higher education sector, and that stakeholder orientation successfully addresses the public as a whole.The prevalent perspective in marketing literature in higher education considers students as the main customers (Redding 2005, Marzo 2005). Still, the question that should be discussed is whether or not should students be treated as customers. Previous studies showed that students expect to be treated as customers in some educational contexts but not all of them (Saunders, 2014). Students are less likely to be treated as customers in the classroom, assessments and graduation while they like to be treated as customers in their interaction with staff, complaints, students' feedback, and teaching methods (Koris and Nokelainen, 2015).

The emergence of free market and commercialization lead to supplier-customer relationship. Such relationship adopts the maxim of 'the customer is always right'. However, teachers are less likely to accept students as customers (Winter and O'Donohue, 2012). When considering students as customers, they will expect grades regardless of any effort done. They can irresponsibly transfer learning to the university and expect entertainment rather than learning (Eagle and Brennan, 2007). Besides, the relationship between the supplier and the customer in higher education is highly asymmetric in that students do not approach programmes with high precision. They cannot guarantee jobs after graduation or be sure to get a qualification.

Defining students as customers or as products of other customers present a debatable issue for higher education. Litten (1980) defines a student as "a client, part of the process itself, and a quasi-product at the end of the process" (p.47). The student is part of the process because they contribute to the quality of the educational experience by carrying all their needs, attitudes and attributes to the educational process. Ressler and Abratt (2009, p.39) argue that "the student is not only a customer of the education, but a designer of the education product and in essence becomes a product of the university on graduation". This means that a student is not a customer in the traditional sense. Having said all that, it is imperative that education institutions be cautious in their displacement of marketing concepts from other businesses to higher education sector. Greater contextualization and adaptation should take place for the sake of a better marketing framework.

IV. Strategic planning in higher education

A. Marketing Plan

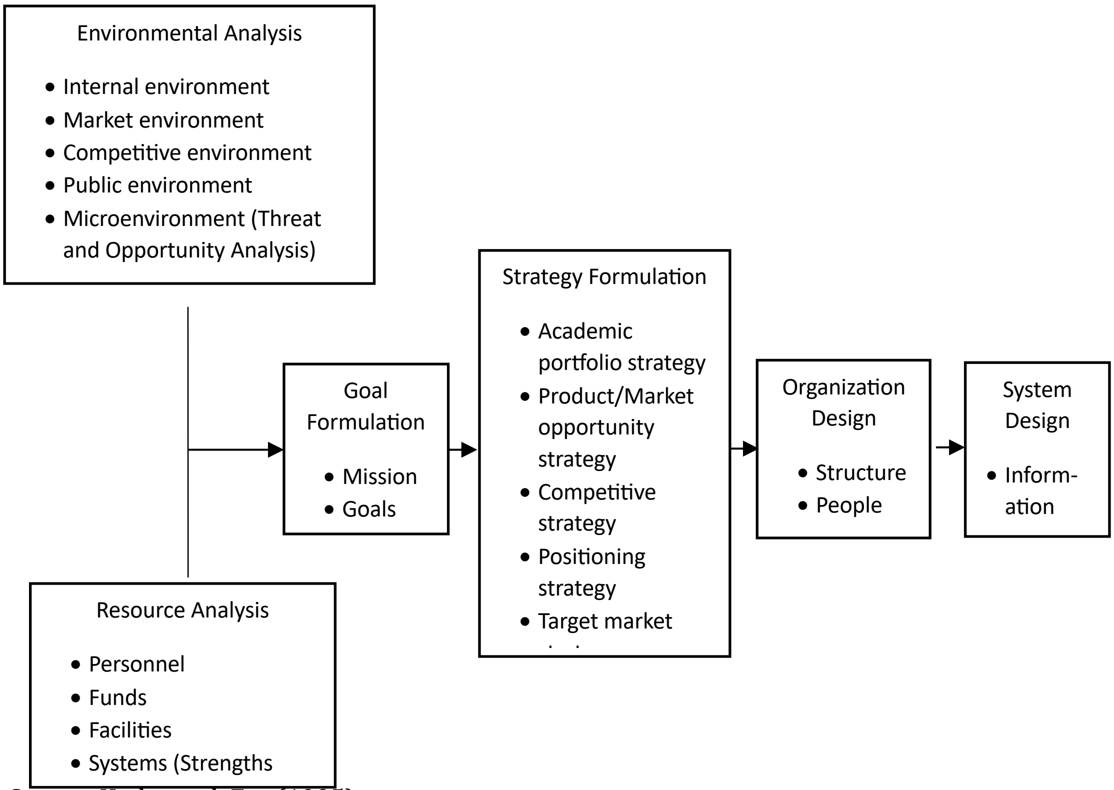
Higher education institutions become aware of the importance of marketing planning within the overall institutions' strategic plans. As a matter of fact, universities should go beyond the traditional marketing activities of promotion, students' recruitment or advertising. Kotler and Murphy (1981) argue that most universities have a quality operational level, but they overlook the strategic plan on the mistaken belief that strategic plan is timely consuming. All institutions tend to plan in the budgeting and scheduling level while some of them are short-term planner. Unfortunately, only few institutions are long-term strategic planners. A strategic marketing plan is an integrated process of the whole institution's philosophy and approach (Gyure and Arnold, 2004). Most institutions do not recognize the need of marketing plan until they face serious students' enrolment decline or fund raising. Then they start questioning their techniques and marketing activities. Kotler and Fox argue that ''the first step to start a new strategic or marketing plan is to recognize the need for a marketing planning'' (1995).

Kotler and Fox suggest that universities adopt two marketing planning types: strategic plan and tactical marketing plan. While the former focuses more upon setting objectives, goals, and mission, the latter grows out of strategic marketing plan and implement the strategic objectives. Kotler (1995) defines strategic planning as:

"The process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities. It relies on developing a clearinstitutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation'' (p.95).

A marketing strategic plan follows certain steps as it is illustrated in Figure 2 of the strategic planning process:

Figure 2: Strategic planning process



Source: Kotler and Fox (1995)

An educational institution must first examine its internal and external environment. The reason behind scrutinizing the environment is to have a general picture of major threats and opportunities so that strategic decisions can be accurately taken. Cann and George (2004) also underline the importance of internal and external data in developing marketing strategy. Following the environment analysis, a higher educational institution should appraise its resources by analysing its strengths and weaknesses. As Kotler (1995) argues, identifying the distinctive competencies in those resources like funds, personnel or facilities will definitely provide the institution with differential advantage over competitors.

Thirdly, the previous phases in the implementation of marketing strategic plan provide the cornerstone for the institution's mission, goals and objectives. Those missions and goals are not static but rather subject to change depending upon environment change and institutional resource competencies. Forth, only when environment and resource analysis, along with objectives formulation have predetermined can management assess confidently programmes and markets for change. Kotler and Fox (1995) suggest two strategy formulations at this stage: Academic portfolio and product/market opportunity strategy. Academic portfolio is based on analysis of current programmes and reviewing their quality, attractiveness and relation to the institution's mission. Product/market strategy is based on market orientation in a way that evaluate market trends so that programmes can be in line with the market needs.

Fifth, Cann and George (2004) argue for the fact that organization's readiness to learn and implement marketing strategy should also be taken into consideration when implementing a new marketing strategy, and that organizational culture is a key to efficient marketing plan (Deshpande and Webster, 1989). University presidents for instance who try to convince teachers to be market oriented and to design non-traditional programmes may encounter resistance from the academic culture. Besides, embracing a new marketing plan based on international students' recruitment requires staff training to meet the institution's mission and objectives.

Finally, every institution should design and upgrade its system including technology, staff and academic or admission procedures. When an institution implements a new marketing strategy, it is important to invest in telecommunication, attendance biometrics or computers in the classroom. Internal functions should reflect the quality of service provided (Kotler and Fox, 1995).

Marketing plan or the tactical plan should follow and be an integral part the strategic plan (Maringe and Foskett, 2002). Unfortunately, education institutions are rarely aware of different types of customers. Institutions tend to focus upon one or two stakeholders and build up their marketing plan on them. Instead, institutions should highly adopt market orientation (Conway *et al*., 1994). According to Kotler and Fox (1995), marketing plan includes the following sections: "executive summary, situation analysis, goals and objectives, marketing strategy action programmes, budget andcontrols'' (p.102). The following table illustrates elements of a marketing plan advocated for higher education marketing managers:

Table 1. Steps of a marketing plan

Section	Purpose
I. Executive summary	A brief overview showing proposed plan to management
II. Current marketing situation	Background data on market situation, competition, external environment…

III.	Opportunity and issue analysis	Identify threats and opportunities, internal environment…
IV.	Objectives	Set objectives for the marketing plan precisely
V.	Marketing strategy	Represent strategies and approaches that the institution will adopt
VI.	Action Programs	Answers: what will be done? who will do it? when will it be done? Who much will it cost?
VII.	Budget	Financial forecasting, costs and other outcomes
VIII.	Control	Indicate how the implementation and effectiveness of the plan will be monitored.

Source: Kotler and Fox (p. 102, 1995)

A successful marketing plan requires highly skilled managers and staff in higher education institutions. Gray (1991) underlines the importance of market research techniques, skills in planning, analysing, and interpreting data in achieving the objectives of a marketing plan. As far as Moroccan universities are concerned, the scarcity of qualified marketing staff affects negatively the marketing plan's objectives.

Some of the main marketing goals that make universities adopt a marketing plan are: recruiting student, improvement of curricula, fund raising for research objectives, cooperating with academic, research or economic institutions and attracting didactic personnel Białoń (2015).

A marketing plan is highly advocated as a continuous planning process aiming at maximizing institutions' resources and capacities either to solve problems or to meet stakeholders' expectations (Gyure and Arnold, 2004). As a matter of fact, both strategic planning and marketing planning should operate complementarily to analyse the internal and external environment as well as to assess institutions' resources and capabilities in order to set objectives realistically. Blend of marketing strategies should be implemented to fit education context and its peculiar nature like market segmentation, targeting, positioning and marketing mix. It is also worth mentioning that the extent to which marketing strategies should be implemented in higher education institutions depends mainly on objectives and goals set by those institutions and their definition of stakeholders and the service provided.

B. Marketing research

Most higher education institutions do not understand how their customers perceive the service they provide, until they encounter a problem that need to be solved be it a decrease in students' recruitment or a fall in donations. Problem identification and problem solving are the main important responsibilities of any university's management and administration. Decision makers need to take data-gathering and marketing research seriously before any action is made. Otherwise, resources and time spent will be wasted (Kotler and Fox, 1995). universities need to build a reliable information database from their marketing research. Krampf and Heinlein (1981) argue that internal and external research is required to improve the service offered. A quality information is indispensable for a good marketing plan.

To identify marketing research issues, Kotler and Fox (1995) underscore four methods. First, complaint system can be created to identify stakeholders' concerns and dissatisfaction. Second, marketers and administrators can adopt a marketing problem inventory in which they can list frequent problems and difficulties either internally or externally. Third, the institution can assess demands of their programmes and services by determining the marketing problem between the desired demand and the actual demand. Forth, universities can undertake a marketing audit by collecting critical data for analysis. Usually, the auditor is an independent consultant who appraises the institution objectively so as to provide long-term and short-term recommendations.

Identifying a marketing challenge or a problem is definitely the first step in effective marketing plan. Stott and Parr (1991) argue for the fact that institutions should evaluate opportunities, threats, strengthens and weaknesses (SWOT) before any marketing plan is taking place. Applying SWOT analysis is very helpful in linking an institution's strengths with the existing market opportunities as well as avoiding weaknesses and challenging threats. As Baker *et al* (1998) stated, a SWOT analysis is a strategic audit used by an institution to improve its programmes and services.

It is also worth mentioning that both market and marketing research should be seen as a process rather than a project so that universities can continuously adjust their marketing mix and strategies according to existing environment (Rossum and Baum, 2001). It is also argued that institutions that adopt a market-oriented strategy tend to consider marketing research as a process. A market orientation strategy can also help universities in developing an integrated marketing intelligence system to analyse customers' needs and complaints, competition and other external variables (Cann and George, 2004).

C. Segmentation

One of the main strategic approaches that is based on market research and marketing information is segmentation. Market segmentation is a marketing tool used to distinct and divide the market in sets of segments which share the same characteristics, needs and values (Schiffman, Kanuk, and Hansen, 2008). Although segmentation literature is well established in marketing theory, market segmentation in higher education literature is not well grounded (Hemsley-Brown, 2017)

Kotler and Fox (1995) present three approaches to segmentation that any institution should embrace. First, mass marketing considers all students are alike and no preference or difference exists among customers. Generally, institutions adopting mass marketing try to convince all students that their programme is the best. While this segmentation strategy is less expensive in promotion and communication, most universities do not adopt it because of the diversity of stakeholders' needs and preferences. Second, programme differentiated marketing seems to be the most used segmentation strategy in higher education. This is because universities tend to offer different programmes and different fields of studies to meet prospective students' needs. Third, other universities will resort to focused marketing. Serving a target market can result in a competitive advantage because of differentiation strategy. However, the targeted segment might be a failure especially if the segment is not substantial or durable. As Kotler and Fox (1995) argue, universities should make sure that segmentations chosen are measurable, accessible, substantial and durable.

Kotler and Armstrong (2003) agreed on four grouping variables for customer in higher education: demographic, geographic, behavioural and psychographic, all of which can be integrated in a marketing mix to serve institutions' marketing strategy. Universities today segment the market into three main customers: high school leavers, mature students and international students. Although there are other segments like managers who are seeking corporate training, they are not generally the core business for a university. All of those segments have different factors in choosing a university or a programme (Soutar and Turner, 2002).

To examine the viability of segmentation in strategic planning in higher education, Rindfleish (2003) conducted an Australian study focusing on the marketing technique of segment profiling. He found out that the segment profiling was highly beneficial in that it reduces the risk of adopting inefficient strategic planning goals by detecting a new market segment. Efficient segmenting and targeting contribute to market differentiation. Mazzarol and Hosie (1996) argued that successful differentiation requires an institution to reflect an image of perceived value in the market.

D. Targeting

After segmenting the market, the institution should select among three main targeting strategies: mass marketing; targeted marketing and niche marketing (Hsuan-Fu and Chia-Chi, 2008). Mass marketing is applied when an institution intends to attract as many customers as possible and focus on common needs and wants of customers. Usually one programme will be designed to attract as much students as possible. Although adopting undifferentiated marketing strategy is less expensive, it fails to satisfy customers whose needs are different from the mass.

On the other hand, targeted marketing approach focuses on targeting a number of segments and addressing them using different marketing mix. For instance, a university can have undergraduate, graduate and research programmes or even alumni programmes. Targeting the market using differentiated marketing is highly recommended by scholars especially when it is cost effective (Kotler and Fox, 1995). Targeting more than one segment in higher education remains imperative since institutions address more than one stakeholder. However, institutions should be alert in using targeted marketing approach; some universities go too far in the segmentation process by offering more segmented programmes. Although this can live up to the public expectations, it can be very costly.

The last targeted marketing strategy is the niche marketing or the concentrated marketing. This is when a university focuses on one segment and implement all its marketing strategies to target it. Targeting one segment can be risky for some institutions as the targeted segment may disappear or shrink (Hsuan- Fu and Chia-Chi, 2008). However, niche marketing can be viable in higher education especially when the institution has limited resources.

E. Marketing Mix

The concept of marketing mix was first introduced in macroeconomic theory (Chong, 2003). Later, McCarthy (1964) introduced the concept of 'marketing mix' as conceptual framework in marketing repertoire that translates planning into practice and contributes to successful decision making for managers (Bennett, 1997). This conceptual framework is used to improve businesses' strategies and tactics (Palmer, 2012). Marketing mix has prevailed research in the marketing field to the extent that Kent (1986) consider the 4Ps as "the holy quadruple…of the marketing faith…written in tablets of stone". Zeithaml and Bitner (2010) defined marketing mix as a strategic tool used to satisfy and communicate with customers. Management also adopts marketing mix to achieve institutional objectives by blending price, programme, place and promotion Michael *et al* (1995).

However, Moller (2006) underlined that the limitations of the 4Ps in marketing mix, as the cornerstone of the conventional marketing management have become subject to criticism. Some researchers have even go as far as eliminating the 4Ps altogether and suggesting an alternative framework. Rafiq and Ahmed (1995) also argued for the fact that the 4Ps does not satisfy the business environment changes namely in the service sector, and that Booms and Bitner's (1981)'s 7P marketing mix has to replace McCarthy's 4Ps marketing mix. The reason behind criticising the 4Ps marketing mix is because of its product-oriented rather than customer-oriented (Popovic, 2006). Each element of the marketing mix should be seen from the customer's perspective. By converting product into customer solution, place into convenience, promotion into communication and price into cost, the 4Ps marketing mix can be responsive to customers' needs (Lauterborn, 1990). similarly, Baker(2008) criticised the traditional 4Ps marketing mix. He states that the product variable is presented in isolation as if it is sold independently. However, marketers and companies sell products in relation to their brands and their product lines. Unlike customers who perceive products holistically, the 4Ps marketing mix does not consider relationship buildings and customers' experiences, rather, it regards customers as passive.

To differentiate between service marketing and product marketing and to keep up with the environmental changes that marketing and higher education are facing, Cowell (1982) proposed two additional 'Ps': people and process. The importance of people lies in the fact that they are the performers and sellers. Relationship marketing is mainly based on people's interaction with customers. The importance of the process revolves around service delivery as an essential ingredient in any customer satisfaction. Physical evidence, the seventh marketing mix, was introduced by Gray (1991) to represent the environment in which the service is provided. The seven-marketing mix are defined in the table below:

Table 2: Definitions of marketing mix in product and service industry

Product	The good or service that is delivered
Price	The recourses needed by customers to get the services/goods
Place	The location and accessibility of the services/goods
Promotion	Communication activities addressed to potential customers
People	Those involved in the process of the services delivered
Process	The organizational system by which the service is delivered
Physical evidence	The environment is which the service is provided

Source: Gray (1991, p.31)

Mariage (2006) points out that the seven-marketing mix should be integrated effectively to achieve a competitive advantage. Achieving an optimal blending of the marketing mix components depends on many factors including institutions' internal and external competencies, target market and the target customer. The implication of 7Ps marketing mix is highly compatible with service industry in general and higher education institutions in particular.

Conclusion

Higher education institutions become increasingly aware of the role of marketing in achieving their missions and objectives as well as planning strategically. Marketing contributes to a better understanding of current activities and performance of HE institutions and compares it with their missions. Marketing can also detect problems as well as proposing solutions and plans to achieve a stated mission for any higher education institution (Kotler and Fox, 1995).

According to Rudd and Mills (2008), marketing principles revolve around three main tenets: First, marketing is essential at any educational institution's phase. Second, marketing is an ongoing process that is implemented in a cyclic way from planning, implementation to control. Such process should be regular and consistent. Institutions should regularly inform, remind and even reinforce current and prospective students. Third, marketing is not a panacean tool for all sort of problems. If an institution is unable to provide students with added value for their educational experience, marketing becomes inadequate.

This paper has presented the implementation of marketing practices in higher education and has shown proposed marketing process steps, marketing tools and marketing techniques that could further be adapted to higher education. Future research direction for academics could be to conduct empirical research to find out, to what extent and how, the marketing practices presented in this paper are actually adopted in HE. Likewise, practitioners of HE marketing research could use the extensive literature presented in this paper to guide implementation of improved marketing practice in their own or their client institutions.

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Stream 2 Publications:
‘Emerging Technologies in Higher Education’

‘Literature exploration on whether employees’ physiological motivation (emotional capital) can influence employees’ behaviours that motivate employees to enhance their engagement levels in the UK’s low-paid working sector.’

Dr Md Istiak Ahammed

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Introduction:

Dr Md Istiak Ahammed is currently an external PhD supervisor at the University of Bolton, who is affiliated with the Global Banking School. He has obtained his PhD from Business school at the University of Bolton. Before working as a research supervisor, Dr Istiak worked as an administrative assistant in the event organising agency, London. Also, he worked as a part-time Business lecturer at a college. Dr Istiak’s main interest remains is to explore whether employees’ physiological motivation (emotional capital) can influence employees’ behaviours that motivate employees to enhance their engagement levels in the UK’s low-paid working sector. Furthermore, Dr Istiak’s research interests include Islamic finance and human resource management, financial and non-financial performance measurement, employee motivation, recruitment and selection, employee benefits, employee training and development, corporate finance, corporate social responsibility, Sharia governance and regulations.

Lecturer & Module leader in Business at Global Banking School & Research Supervisor at the Centre for Islamic Finance, The University of Bolton

Abstract:

This literature review explores the extent to which employees’ physiological motivation—conceptualised here as *emotional capital*—influences behavioural outcomes that, in turn, enhance employee engagement within the UK’s low-paid working sector. Drawing on interdisciplinary studies from organisational psychology, human resource management, and social theory, the review investigates how emotional capital—defined as the internal reservoir of resilience, self-worth, and affective investment—functions as both a personal resource and a social enabler in the workplace. The review identifies how emotional capital can shape workplace behaviours such as cooperation, discretionary effort, and proactivity, all of which contribute to engagement. Particular attention is given to the structural and socio-economic constraints within low-wage environments, where engagement is often undermined by precarity, limited autonomy, and low recognition. The findings suggest a complex interplay between emotional capital and organisational context, raising questions about how motivation rooted in emotional experience can be supported or stifled by leadership, culture, and working conditions. The review concludes by highlighting gaps in current UK-focused research and suggesting areas for further empirical exploration.

Constructs and Definitions

1. Emotional Capital

a. *Emotional capital* refers to the internalised emotional resources—such as self-confidence, empathy, resilience, and optimism—that individuals accumulate and mobilise to navigate social and professional settings effectively (Reay, 2000).
b. In organisational contexts, emotional capital encompasses the affective capacities and psychological energy employees bring to work, influencing their interpersonal relationships and capacity for sustained engagement.
c. Emotional capital can also be understood as the emotional equivalent of social or cultural capital—a form of embodied resource that contributes to workplace adaptability and cohesion.

2. Workplace Behaviours (e.g., cooperation, discretionary effort, proactivity)

a. *Workplace behaviours* refer to observable actions by employees that go beyond formal job requirements, including voluntary collaboration, initiative-taking, and exerting effort beyond minimum expectations (Organ, 1988).
b. These behaviours are often categorised under *Organisational Citizenship Behaviour (OCB)* and are critical for enhancing team functioning, productivity, and overall organisational climate.
c. In this context, cooperation, discretionary effort, and proactivity are behavioural indicators of psychological engagement and intrinsic motivation, often fostered through positive affective states and supportive work environments.

3. Engagement

a. *Employee engagement* is a multidimensional construct describing the degree of psychological investment, emotional commitment, and cognitive involvement an employee has in their work and organisation (Kahn, 1990).
b. Engagement reflects how energised, dedicated, and absorbed individuals are in their work roles and is considered a key driver of performance, retention, and well-being.
c. Within low-paid sectors, engagement is often contingent upon contextual and emotional factors rather than financial incentives alone.

4. Structural and Socio-Economic Constraints within Low-Wage Environments

a. These refer to systemic barriers—such as low pay, job insecurity, limited access to training, and hierarchical rigidity—that restrict workers' opportunities for development and recognition.
b. Structural and socio-economic constraints encompass both institutional conditions (e.g., labour market segmentation, zero-hour contracts) and broader societal inequalities that affect motivation and agency in low-paid roles.
c. In the UK, these constraints are especially salient in service, care, and retail sectors, where high turnover and minimal progression opportunities can erode employee morale and organisational loyalty.

5. Precarity, Limited Autonomy, and Low Recognition

a. *Precarity* denotes unstable and insecure employment conditions where workers lack job protection, consistent income, or long-term prospects (Standing, 2011).
b. *Limited autonomy* refers to restricted decision-making power or lack of control over work tasks, schedules, or processes, often experienced in routinised or tightly supervised jobs.
c. *Low recognition* captures the insufficient acknowledgment—monetary or symbolic—of employees' contributions, which can diminish motivation and a sense of belonging at work.

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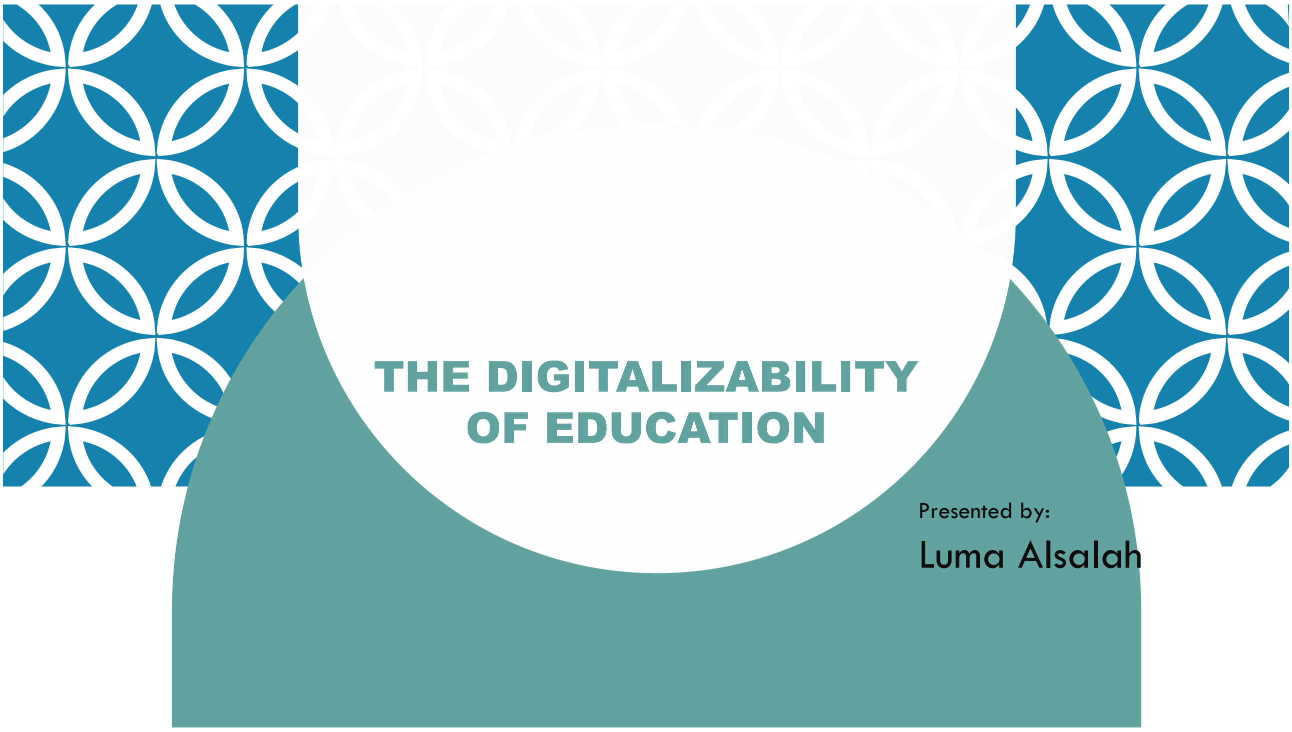
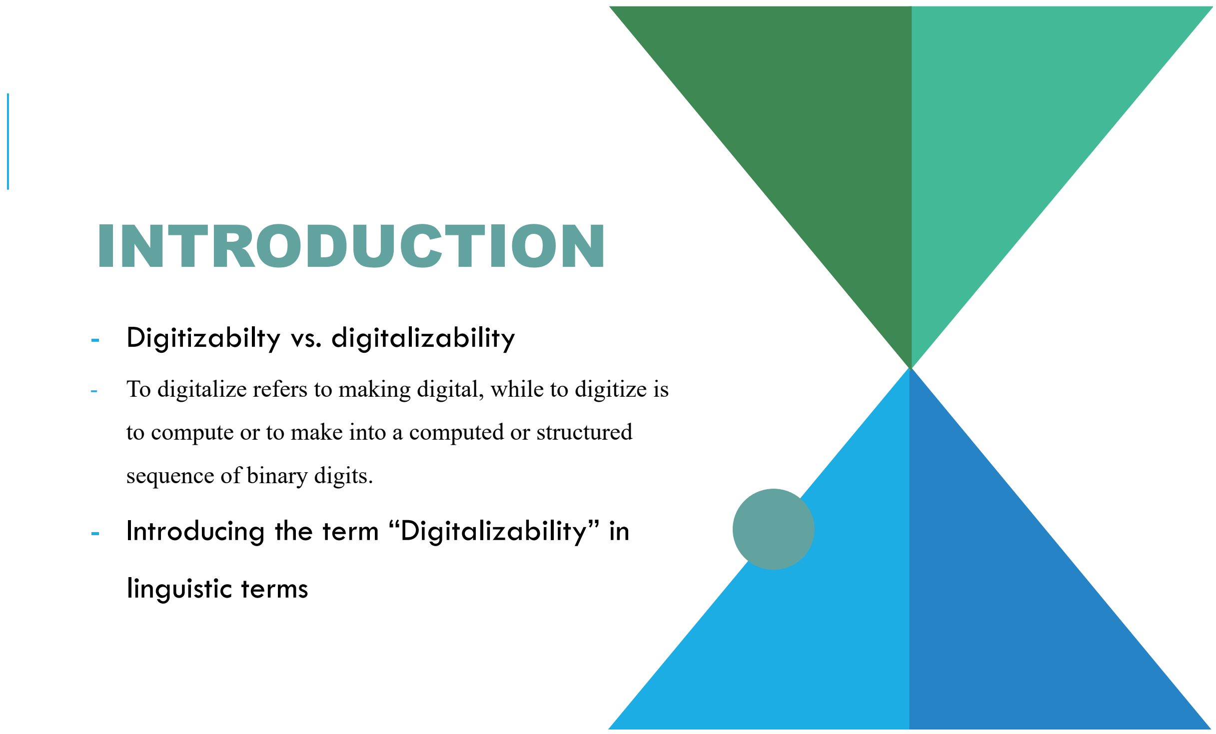
Presented by: Luma Alsalah





KEYWORDS

TRADITIONAL EDUCATION | DIGITALIZABILITY | DIGITAL EDUCATION | VALUING EDUCATION | PERCEPTS

3

THE STUDY

What has made education digitalizeable or with ability and /or capacity to be transformed into a digital form?

What enabled or allowed education to be digitalizeable?

PRIOR RESEARCH HAS MAINLY FOCUSED ON THE NEED FOR DIGITIZING EDUCATION, AND ITS EXECUTION AS WELL AS THE RESULTS PERTINENT TO THIS DIGITIZATION.

4

EDUCATION BACK THEN & NOW

- Traditional education manifests the physical classroom and traditional teaching as well as learning forms
- Education has always been a trademark of and for civilization
- Digital education refers to in-person, blended, and fully online learning efforts, as well as attempts to capture a wide range of teaching and learning contexts which make use of digital technology" (Veletsianos, VanLeeuwen, Belikov, & Johnson, 2021)

DIGITALIZEABLE EDUCATION

NOVEL IDEA	QUALITATIVE DATA	SURVEY RESPONDENTS	SURVEY QUESTIONS	RESPONDENTS' PERCEPTIONS
The term "digitizeability" unused in this sense	Open –ended questions	-Higher education faculty & staff -From Bahrain, the UK and the USA	11 questions in total	- Apart form the given questions, respondents ended their survey with reflective, empowering statements

AREAS OF FOCUS

Highlights:

- Traditional existential form of education to an easily accessible lightweight, "anywhere you go" form

- This study does not highlight the technological shifts but rather addresses what factors and qualities of education have facilitated for the digital shift in education

- What pertinents of education have contributed to the digitalizability of education?

Qualitative Study

The Survey:

Open ended questions on the following:

educational malleability, adaptability, accessibility and other norms

Respondents' personal reflections

7

SURVEY QUESTIONS

MALLEABILITY OF EDUCATION

- "malleable" means to be shaped without breaking or cracking"
- malleable education to be education shaped according to students' needs , education as per instructors' capabilities, teaching material and curricula

ADAPTABILITY OF EDUCATION

- Supporting students to adapt to personal learning styles
- Providing targeted skillsets according to students' needs
- Being proactive towards change

ACCESSIBILITY OF EDUCATION

- There is a discrepancy in what accessibility means to respondents in Bahrain versus respondents in the UK and the US.

8

OTHER ARISING THEMES

OTHER POINTS

Initiating innovation & creativity

Sustainability: lifelong manners and habits towards education

Societal development

Individualistic perceptions

9

HOW IS EDUCATION VALUED?

Highlights:

- In personal growth, dignity, self-reflection , emotional awareness and rational thinking

- In non-personal terms, the value of education is manifested in academic freedom, social responsibility, as well as engaging and educating others

10

CONCLUSION

- Instead of emphasizing the digitalization process of education, this research accentuates a new notion: the digitalizability of education, what enabled education to be digitalized.

  As such prior to digitization(the transformation), education(the entity) encompasses and projects qualities like malleability, adaptability, and accessibility, among other norms thereby granting the entity of education its "digitalizability" in order to be digitalized.

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12

THANK YOU

Presented by: Dr. Abdullahi Giza

EMERGING TECHNOLOGIES IN HIGHER EDUCATION

Presenter Name Dr. Abdullahi Giza
University of Central Lancashire

1

INTRODUCTION

Higher education institutions face numerous challenges:

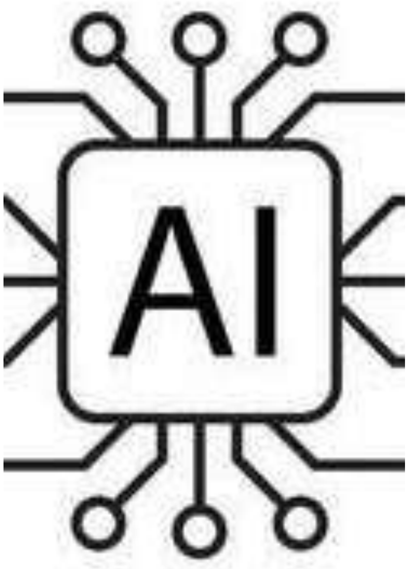
- Rising tuition costs strain student budgets and limit access to education.
- Potential Pandemic.
- Declining enrolment rates pose a threat to institutional sustainability.
- The rapidly evolving workforce demands graduates with 21st century skills.
- Emerging technologies are providing new solutions to these challenges and are transforming the way we teach and learn

2

ARTIFICIAL INTELLIGENCE (AI)

IN

HIGHER EDUCATION



3

AI IS BEING USED IN A VARIETY OF WAYS IN HIGHER EDUCATION, INCLUDING:

- **Personalised learning:** AI can be used to create personalised learning experiences for students. For example, AI-powered systems can adapt to each student's individual learning style and pace.

- **Automated grading:** AI can be used to automate the grading of essays, exams, and other assignments. This can free up time for faculty to focus on other tasks, such as providing individualized feedback to students.

- **Chatbots:** Chatbots can be used to provide students with 24/7 support. This can help students to get answers to their questions quickly and easily.

4

TIMELINE

1950s

John McCarthy coins the term "artificial intelligence" (AI).

The Dartmouth Summer Research Project on AI is held, leading to the formalization of the field.

1960s

Shakey, the first mobile robot with AI capabilities, is developed.

ELIZA, a natural language processing program, is created.

1990s

Deep learning techniques leads to a resurgence of interest in AI.

AI is used to achieve significant successes in areas such as image recognition and natural language processing.

2010s

AI breakthroughs, including the development of AlphaGo, a computer program that defeats world champion Go players.

AI is increasingly used in a wide range of applications, including healthcare, finance, and manufacturing.

2020s

New techniques being developed for areas such as large language models and generative AI.

AI is increasingly used in critical applications, such as autonomous vehicles and healthcare diagnostics.

5

VR IS BEING USED IN A VARIETY OF WAYS IN HIGHER EDUCATION, INCLUDING:

Virtual Reality (VR)

Immersive learning experiences: VR can be used to create immersive learning experiences that allow students to explore different environments and cultures without leaving the classroom.

Skills training: VR can be used to provide students with hands-on training in a safe and controlled environment.

Virtual simulations: VR can be used to create virtual simulations that allow students to practice real-world skills.

6

AR IS BEING USED IN A VARIETY OF WAYS IN HIGHER EDUCATION, INCLUDING:

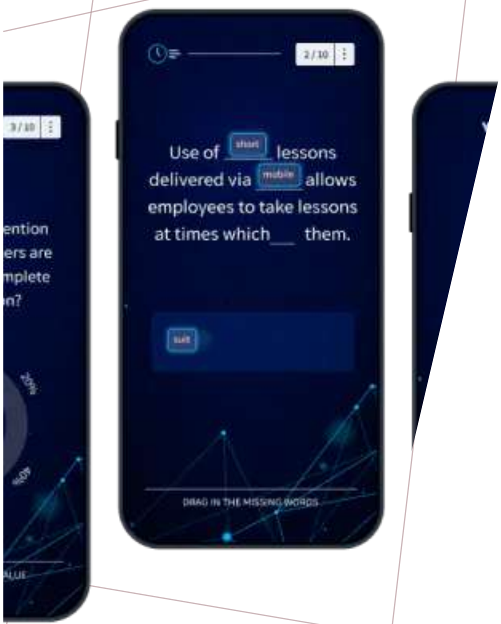
Augmented Reality (AR)

Enhancing learning materials: AR can be used to overlay digital information onto real-world objects. This can make learning materials more interactive and engaging.

Visualizing concepts: AR can be used to visualize abstract concepts, such as molecules or historical events.

Solving problems: AR can be used to help students solve problems in a collaborative environment.

7



AL IS BEING USED IN A VARIETY OF WAYS IN HIGHER EDUCATION, INCLUDING:

Adaptive Learning (AL)

Adaptive learning is a type of technology that adjusts the learning experience to meet the individual needs of each student.

Adaptive learning systems use algorithms to assess each student's strengths and weaknesses and then provide them with personalized instruction.

Adaptive learning can help students to learn more effectively and efficiently.

8

BENEFITS

- **Increased productivity:** AI can automate tasks that are currently done by humans, which can free up human workers to focus on more creative and strategic work.
- **Improved accuracy:** AI can analyse data more quickly and accurately than humans can, which can lea to better decision-making.
- **Personalisation:** AI can be used to personalize products, services, and experiences for individual users.
- **Automation of repetitive tasks:** AI can be used to automate repetitive tasks, which can free up human workers to focus on more creative and strategic work.
- **Increased efficiency:** AI can be used to improve the efficiency of processes, which can lead to cost savings.
- **Improved customer service:** AI can be used to provide better customer service by answering questions, resolving issues, and providing personalized recommendations.
- **New products and services:** AI can be used to develop new products and services that would not be possible without it.

9

CHALLENGES

- **Job displacement:** As AI becomes more sophisticated, it is likely to replace some human jobs. This could lead to widespread unemployment.
- **Bias:** AI systems can be biased, which can lead to discrimination and unfair outcomes.
- **Privacy:** AI systems collect and store a lot of data about people, which raises privacy concerns.
- **Security:** AI systems can be hacked, which could lead to the theft of personal information or the disruption of critical services.
- **Explainability:** It can be difficult to understand how AI systems make decisions, which can make it difficult to trust them.
- **Regulation:** There is a lack of regulation around AI, which could lead to a race to the bottom in term of data privacy and security.
- **Public perception:** There is a lot of public fear and distrust of AI, which could hinder its adoption.

10

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SUMMARY

- Emerging technologies have emerged as transformative forces in the realm of higher education, fundamentally altering the way we teach, learn, and collaborate. From the personalized learning experiences enabled by artificial intelligence to the immersive learning environments created through virtual and augmented reality, these innovations are revolutionizing the educational landscape.

SUMMARY

- Artificial intelligence (AI) is poised to revolutionize higher education by tailoring instruction to individual needs, optimizing learning pathways, and providing real-time feedback. AI-powered systems can adapt to each student's unique learning style, pace, and strengths, ensuring that every student receives the optimal learning experience.

11

CONTENT 2

SUMMARY

- Virtual reality (VR) and augmented reality (AR) are transforming higher education by creating immersive learning experiences that transport students to virtual worlds and seamlessly blend the digital and physical realms. VR allows students to explore different environments and cultures without leaving the classroom, while AR enriches learning materials by overlaying digital information onto real-world objects.

SUMMARY

- Adaptive learning platforms are revolutionizing higher education by providing personalized instruction based on individual student data. These platforms use algorithms to assess each student's strengths and weaknesses, providing tailored learning pathways that maximize potential and address specific needs.

SUMMARY

- These emerging technologies are not just transforming the way we teach and learn; they are also preparing students for the 21st-century workforce. AI, VR, AR, adaptive learning, and gamification are all equipping students with the skills they need to succeed in a rapidly evolving world.

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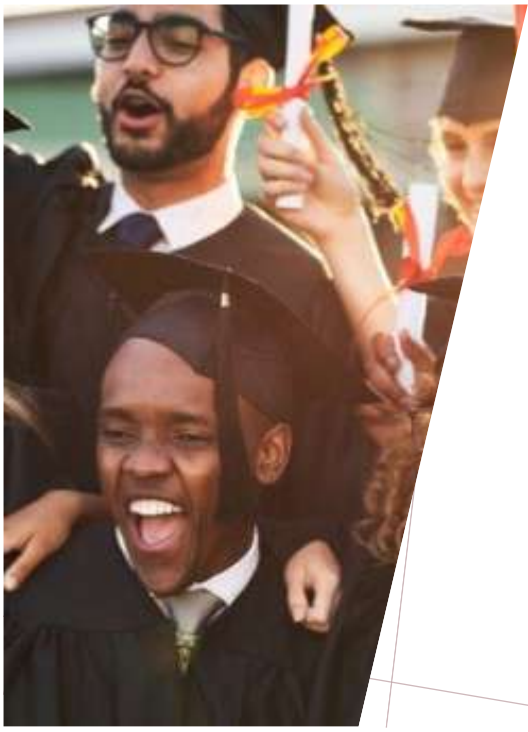

SUMMARY

- Emerging technologies are having a profound impact on higher education.
- These technologies are making education more

13

THANK YOU

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OLC

14

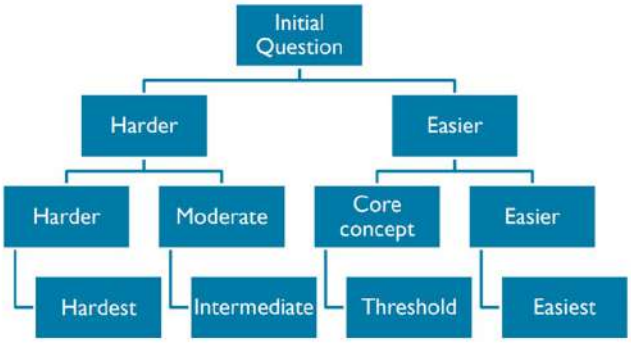
Presented by: Dr. Clay Gransden

The Masterypath – Facilitating learning and transition with an online centred approach.

Dr Matthew Hindmarsh, Dr Clay Gransden, Catherine Bonser, and Dr Jan Brown – Liverpool John Moores University

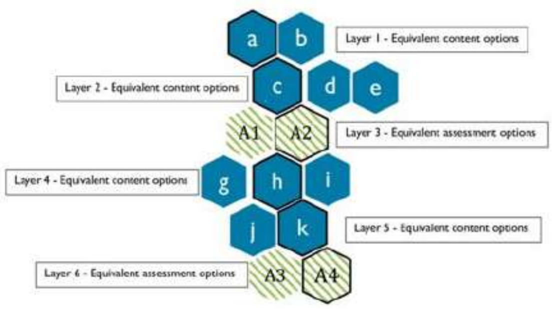
Adaptive Learning through Technology

- Acceleration of adaptive learning because of:
  - Covid-19 (O'Dea and Stern, 2021)
  - Pedagogical research (e.g., Armellini and Rodriguez, 2021) and institutions (i.e., Advance HE) advocating for a hybrid and/ or blended approach to learning

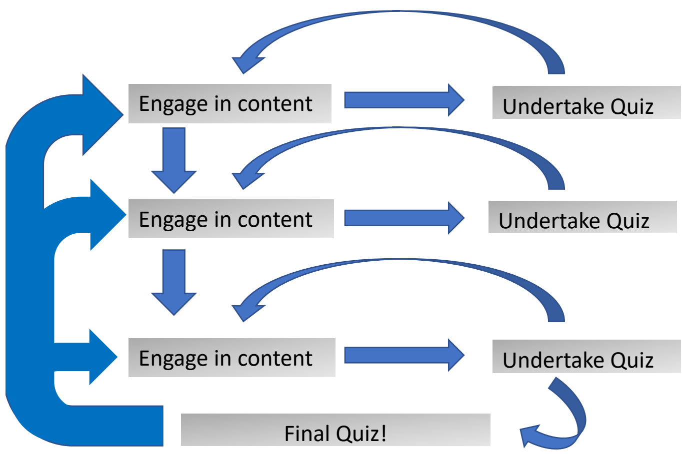


Learning Pathways (Gordon, 2013:14)

Adaptive Learning through Technology – Flexible Learning Pathways



Flexible Learning Pathways (Gordon, 2013:14)



The Masterypath (created by authors)

Why we came to implement the Masterypath

Attached to mastery learning (Bloom, 1968) → more effective vs traditional teacher-centred methods for a myriad of reasons (Cundiff et al., 2020).

Saves teachers' time

Active asynchronous learning

Receive immediate feedback

Data analytics

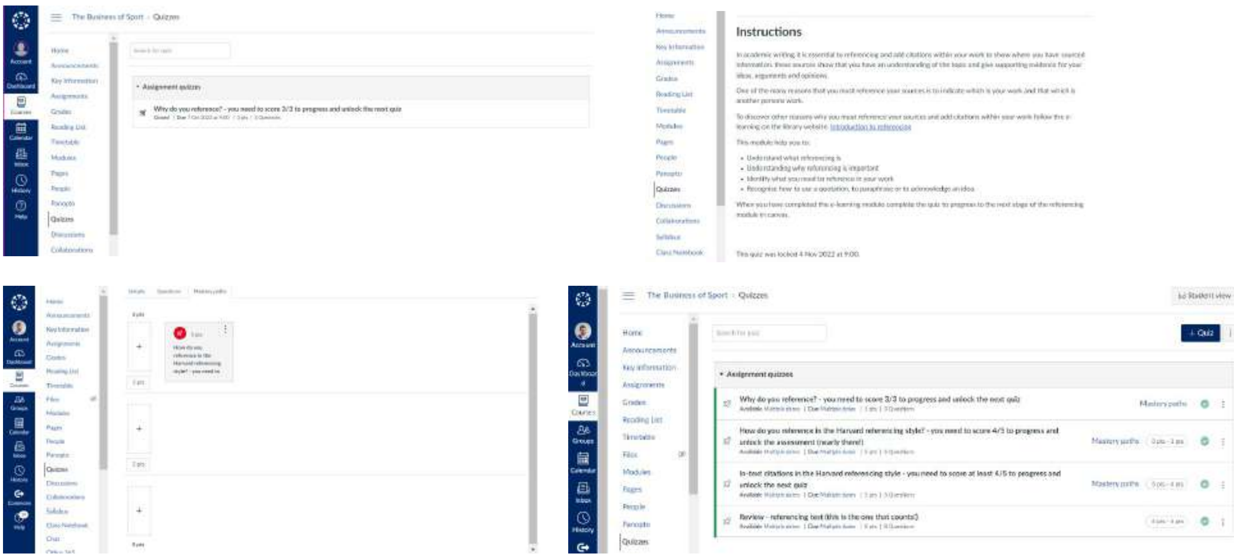
Personalised teaching experience

Cost effective

↑ Pass rates & ↓ Failure rates

Castro (2019); Muñoz et al., (2022)

How we came to implement the Masterypath



How we came to implement the Masterypath

Masterypath	Masterypath Breakdown	How Masterypath was delivered
MyLJMU Systems	Topic 1: Setting up your LJMU Systems. Topic 2: Library Services Topic 3: MyLJMU Topic 4: Student Advice and Well-being.	**Sport Business:** Summative Assessment. (104/121 completed → 85.95%) **Business with:** Formative Assessment (248/280 completed → 88.6%) **Marketing:** Formative Assessment (46/90 completed → 51.1%)
Referencing	Topic 1: Why do you reference? Topic 2: Citing in-text using Harvard style. Topic 3: Referencing in Harvard style.	**Sport Business:** Summative Assessment. (108/121 completed → 89.25%) **Business with:** Summative Assessment (236/280 completed → 84.3%) **Marketing:** Summative Assessment (59/90 completed → 65.6%)

Student Engagement with Materypaths – Sport Business Data

Stages	Referencing Masterypath	MyLJMU Systems Masterypath
Stage 1	117/121 (96.7% of total) - 4 students started but did not complete.	117/121 (96.7% of total)
	1,134 page views	1,448 page views
Stage 2	112/117 (95.7% of total) - 1 student started but did not complete.	111/117 (91.7% of total)
	1,432 page views	1,125 page views
Stage 3	111/112 (91.7% of total)	108/111 (89.3% of total) - 1 student started but did not complete.
	955 page views	909 page views
Stage 4	N/A	105/108 (86.7% of total)
		700 page views
Final Quiz	108/112 (89.25% of total)	104/105 (85.95% of total)
	1,312 page views	869 page views

Average Time Taken to complete

MyLJMU systems MP: 1 hr 20 minutes

Referencing MP: 2 hrs 45 minutes

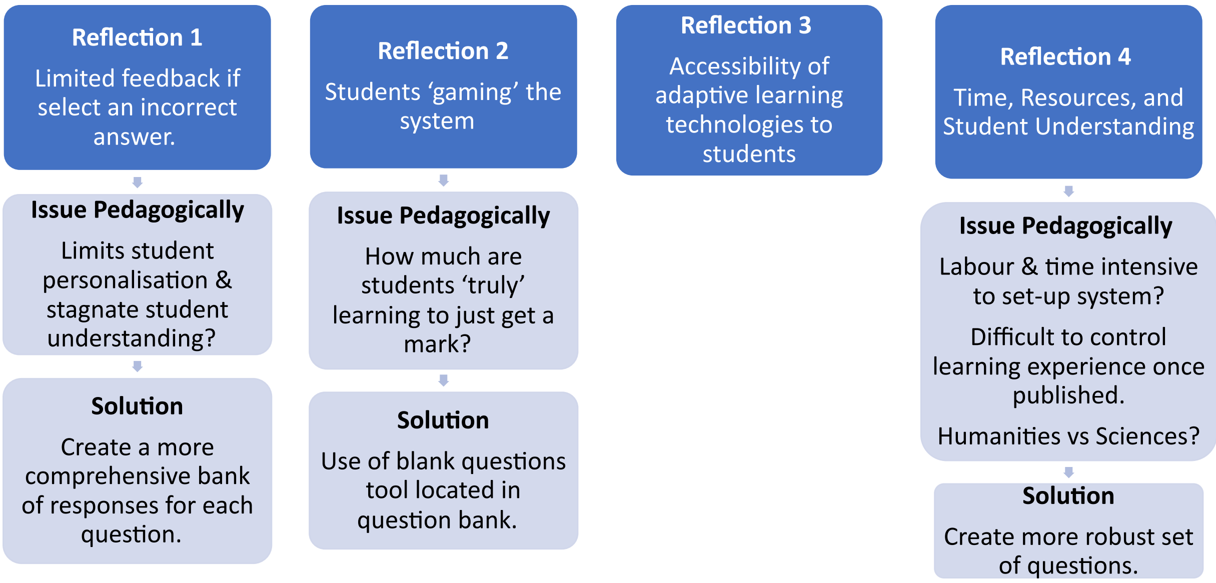
90% (n=51) and **78%** (n=50) felt the digital resources employed within the respective modules were (very) easy to use.

Referencing marks for essay 1:

2021/22 → 14.6/ 20 (n=97)
2022/23 → 14.8/20 (n=111)

When asked the most interesting element of the module:
'...***even the assessments were great***' & '***referencing***'.

Reflections on First Iteration of Masterypath



Concluding thoughts

Impact at Liverpool John Moores University and wider Higher Education

- Pan-university → Extending past LJMU Business School into other departments (Health and Technology).
- Cross-cultural → Liaising with Hanoi University of Technology

Questions to be posed when planning to implement adaptive learning technologies:

- Does the technology facilitate learning inside the classroom?
- Does the technology facilitate learning outside the classroom?

And where the above takes place;

- Does it save time and resources?

Thank You and Any Questions

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Stream 3 Publications:
‘Being Human in the Higher Education Environment’

Presented by: Danny Russell

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Organisational Learning Centre
HE College of Excellence

The OLC Education Conference

Governance and the Management of Risk in Higher Education: Towards Sustainable Development

6th December 2023

Being Human in the Higher Education Environment

An Exploration of the power of relationships in HE

Danny Russell

Organisational Learning Centre
HE College of Excellence

An Exploration of the power of relationships in HE

This presentation explores the power of relationships in Higher Education and how they can impact on an educational establishment to achieve its mission, aims and objectives.

OLC 25th Anniversary Education Conference

What does being Human mean?

"Community is, without question, central to human experience. Being part of an engaging community gives us a sense of belonging. It enables us to share personal relatedness and support perpetual growth of each other, ourselves and our environment"

Wellbeing People (2023)

An Exploration of the power of relationships in HE

- Community
  - Communication
    - Communities of (BEST) Practise
      - Sharing of Knowledge for a shared purpose
        - Achieve Objectives
          - Community Satisfaction
            - Dissemination to external / other entities
              - A better world

Bamber and Russell (2023)

Community – Is OLC a community?

- Something in Common
- Shared Values
- Shared Goals
- Connections
- Inter-personal relationships

Communication - What is your preferred method?

- The exchanging of information
- Speaking
- Writing

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Communities of Practice

A growing number of people and organisations across all sectors are now focusing on communities of practice as a key to improving their performance.

Do we have communities of practice within OLC?

Knowledge Management – How do you share knowledge with your colleagues?

Knowledge residing in the minds of people has no value until it is utilized and shared among other employees of an organisation. Davenport et al. (1998)

Achieving Objectives – What are our Objectives?

Successful students

14 students in a class

Growth

Community Satisfaction – What satisfies the OLC Community?

- Motivation to improve
- Job Satisfaction
- Feeling part of the Community

A Happy World

Presented by: Uzma Hussain, Health & Social Care Tutor

The impact of classroom management on student behaviour

Aim: The Impact on classroom management on student behaviour

Objective 1: To examine the effectiveness of different classroom management strategies in influencing student behaviour.

Objective 2: To examine the role of teacher-student relationships in shaping classroom management outcomes and student behaviour.

Organisational Learning Centre
HE College of Excellence

By Uzma Hussain
November 14, 2023

Background

This paper provides useful insight to help teachers in higher education become more proficient, competent, and productive in their career. There is an exploration of positive teaching and learning aspects and different methods in exploring creative ways to turn everyday challenges in the classroom into chances for improvement and to turn unfavourable behaviours into constructive interactions. Teachers are supported in creating a pleasant learning environment by conducting research on classroom environment, expectations, motivation, and techniques for constructive reflection to enhance teaching and learning

This paper's main goal is to determine whether there is strong evidence that improves classroom management on students' behaviour. It also looks at various approaches that can be used to stop undesirable behaviour and identify methods to encourage positive student outcomes.

Purpose

Through the authors own experience teaching in higher education, it has been observed that classroom management has a huge impact on students' behaviour and teachers' performance. Spencer (2018) states classroom management is at the very heart of teaching, it affects students' learning outcomes and can also have an impact on the tutor's own wellbeing.

Early recognition of the influence that classroom management can have on a student's academic growth and development is crucial. Tutors need to know what studies have been done on how to help their students and what methods to use in order to make sure that their lessons run well and do not interfere with the students' ability to learn.

Classroom management on students' behaviour

Although many tutors are very knowledgeable in their subject specialism, discipline issues frequently arise in the classroom. Important findings are listed by Wiseman and Hunt (2008) from 1968 until almost forty years later, classroom discipline was determined to be the worst issue facing tutors. It is critical that tutors possess a great understanding of the subjects they instruct. However, subject expertise alone cannot guarantee that tutors will be successful in their roles as educators or that students will make progress in their studies. Tutors need to understand the interests and learning styles of their students in order to be successful and manage positive classroom behaviour.

The foundation of teaching is classroom management, which influences both tutors' well-being and students' learning outcome. A well-managed classroom is a setting where learning is encouraged, students are well-behaved and are committed to their studies. This is usually characterised by positive behaviour and well-maintained classroom management (Bennet, 2010)

) Safe learning environment

takes time and effort to maintain an effective teaching environment. Alderman (2004) states an environment that is safe and consistent for learning can be stablished by having well-defined expectations for behaviour and performance in the classroom. Students that are disruptive, distracted, or bored are examples f poor classroom management. There are fundamental elements of effective classroom management, if tutors do not fully grasp them their classroom may not ın well which could then be harmful to the growth and success of the students and their progression.

ince it has a major impact on students' academic performance, well-being, and engagement, a secure learning environment is important for several reasons. emke (2012) advocates students feel secure emotionally and mentally when they learn in a safe environment. Students who feel comfortable expressing ıemselves, sharing their ideas, and taking chances in their education are more likely to do so without worrying about being judged. Positive mental health and ɾellbeing are influenced by this emotional safety, there is a lower likelihood of stress and anxiety among students who are in a secure learning setting.

Good classroom management

ɔod classroom management establishes a distraction-free atmosphere for students to learn in, it helps minimise disruptive activity and bad behaviour, this also ıpports pupils to concentrate on their studies and promotes the development of social and emotional skills. Barnes (1999) states it takes more than just ·eping everyone calm and quiet to practice good classroom management, it involves developing close bonds with your students, motivating them to participate their own learning, and opening up a little bit about yourself too, to build a rapport with them. Tutors benefit from a classroom atmosphere that is beneficial the students.

Ineffective classroom management

effective classroom management can cause stress and burnout in tutors, Helmke, (2012) states lack of control in the classroom would impact tutors stress vel, as this may rise for tutors who believe they have little control over their classroom environment because of poor management techniques. Tutors who are ıable to establish control and maintain orders may feel helpless, which is harmful to their wellbeing and will cause them stress and anxiety.

notional exhaustion of dealing with bad behaviour in an unmanaged classroom, this can wear tutors out emotionally. Tutors may experience emotional fatigue, hich can result in burnout. The psychological burden of handling a rowdy classroom can have a huge knock-on effect on a tutor's general state of mind.

bad classroom management style can be characterised by a lack of emphasis on instruction and a hostile atmosphere. The lack of clarity on expectations nong students can result in disruptive behaviour due to boredom and not understanding the subject that is being taught. Yacek (2022) states students that are ɔred may find it difficult to study, they will get disengaged, lose motivation, and even behave disruptively in class, their academic performance will suffer, their pacity to concentrate and retain knowledge will be compromised and will disconnect them from the learning process.

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4) Plan of the day

An environment that is safe and consistent for learning can be established by having well-defined expectations for behaviour and performance in the classroom. To set clear expectations tutors need to organise their classrooms effectively so that students know what to expect for the day and can understand their duties and expectations. Tutors can do this with a regular daily plan that includes an introductory starter activity before transitioning on to the main taught session, students can manage their learning better when they are more aware on what is expected. Reynolds (2011) states to effectively develop and acquire knowledge, students require consistency and structure, and a classroom plan of the day would provide a predictable day for them. Students would feel more assured and secure in their class session since they'll know what to anticipate for that day, However, Maples (1992) argues that a classroom plan of the day that is poorly thought out, unclear, or ignores the variety of requirements of the students may have a detrimental impact on the student and their behaviour, for example an ineffective plan of the day may lead to disengagement and disruptive behaviour among students, if it fails to take into consideration the varied learning styles, abilities, and interests of the students.

5) Pushing boundaries

Maintaining constant standards is crucial when dealing with students who find it enjoyable to push boundaries or challenge the tutor's patience to the limit. Rosenburg (2003) advocates adult learners may assess authority due to the fact they bring more life experiences and perspectives into the learning environment and if they disagree with the tutor's methods or feel frustrated with the pace of the session, they might express their feelings by pushing boundaries. (Reis, 2005). Attention-Deficit/Hyperactivity students with attention-related disorders may exhibit behaviours that push boundaries of their tutor and their peers, they may have trouble controlling their impulses, therefore it is important that tutors have awareness of neurodiversity to meet the needs of students with ADHD. It is important to Illustrate clear expectations, maintain open communication, and demonstrate respect for learner's perspective can help create a positive and collaborative learning environment, understanding the motivations behind boundary-pushing behaviours can guide tutors in addressing the issues effectively and encouraging a positive learning experience.

6) Student and tutor relationship

Effective classroom management is based on the interaction between the tutor and the student. The dynamics of the classroom and the behaviour of the students can be greatly improved by tutors and students developing a strong, supportive relationship. Positive behaviours are more likely to be displayed by students when they believe that their tutor is personable, kind, and considerate (Baker, 2008).

Alderman (2004) states success is most dependent on having good rapport and positive interactions with students. Students are more inclined to participate in their education and perform better academically when they feel protected and supported by their tutor, this would impact their behaviour in the classroom. Bulger et al. (2002) illustrates tutors can initiate the creation of a constructive learning atmosphere by demonstrating their enthusiasm for their subject, addressing students by their name, and encouraging their involvement in class. According to Wiseman et al (2008) effective communication keeps the classroom in order, students who have a good rapport with their tutor are more inclined to share their troubles, worries, and difficulties. In response, tutors can offer feedback, encouragement, and criticism, promoting a team approach to dealing with behavioural problems, in addition, Spinath et al. (2012) also states modelling behaviour is very important, tutors act as role models for the students they teach. A good rapport enables tutors to set an example for the conduct they anticipate from their students.

Students are more inclined to model tolerance, kindness, and respect for themselves when they observe their tutors modelling these qualities in the classroom

7) Clear rules and expectations

Classroom guidelines help students learn how to treat their learning environment and each other with dignity and respect (Jeffryes, 2013). According to Hattie (2012) building a happy learning cultural environment is key in the classroom, rules and expectations play an important role in creating a safe, happy learning environment. Students who follow the rules promote an environment where learning, teamwork, and support for one another can take centre stage in ensuring that effective learning is taking place. Establishing rules and encouraging students to take responsibility for their behaviour by providing guidelines are more likely to accept accountability for their actions and seek to uphold a supportive learning environment when they are aware of classroom expectations (Wiseman et al, 2008).

Conclusion

Several elements, such as the teaching style, the nature of the learning environment, and the unique needs of each student, influence how effective certain classroom management tactics are in influencing student behaviour. Research indicates that the implementation of strategies like consistent actions, clear expectations, and encouragement can have a good effect on student behaviour. Students may be encouraged to participate positively in the learning process by receiving encouraging feedback such as compliments and encourages for excellent behaviour. A predictable and polite classroom environment is facilitated by fair and consistent restrictions for both good and challenging behaviour.

How well some classroom management strategies influence students' conduct depends on several factors, including the teaching style, the dynamics of the learning environment, and each individual student's requirements. According to research, encouraging students and using techniques like clear expectations and regular behaviours might have a positive impact on their behaviour. Positive reinforcement, such as comments and praise for good behaviour, can motivate students to contribute positively to the learning process. When standards are established in a systematic manner, it reduces uncertainty about appropriate behaviour.

Presented by: Amanda Williams, Health & Social Care Tutor

Theories Principles and models In Education and Training unit 3 task 2

Theory of Learning

Brookfield Lens Theory

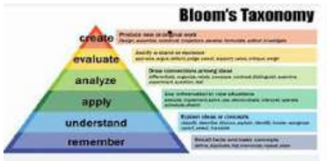
The Brookfield Theory is based on 4 lenses, (1) self-critique, own experiences.
(2) By student client experience through their experiences. (3) Peer/colleague experience how they feel offering feedback (4) Lifelong experiences through learning and literature within teaching practices (Brookfield, 2017).

How can Brookfield's Theory help with learning and assessment.

- Supports critical thinking as gives the perspective of four different views
- Shows authenticity, the power of credibility and failure these being key features to good teaching.
- Gives the ability to be honest with your assessments.
- Shows good feedback from others.
- Encourages reflective teaching.
- Good for end of year reviews or training courses.
- If teachers are more reflective, they make consistent judgements.
- However not always practical for teachers when making assessments when actively teaching (Brookfield, 1995).

Method of Learning

Blooms Taxonomy



Blooms taxonomy created in 1956 by Benjamin Bloom, based on six levels of learning (1) Knowledge, such as the learners' skills and their abilities, how they recall facts (2) Comprehension, what the learner understands about the chosen subject, how they explain ideas (3) Application, how the use the information in new situations (4) Analysis, how the learner make connections, differentiate situations (5) Synthesis, creating the elements to make the whole, critiquing work, What, Why and How (6) Evaluation, giving purpose (Truslove *et al,* 2022).

How can Blooms Taxonomy help with learning and assessment.

- Helps the learner progress through learning
- Encouraging learning through creating activities to meet the students' learning styles.
- Learning from basic knowledge to where they think critically and are able to create.
- Builds on a foundation to establish better thinking skills.
- Stretch and challenges learners, to the best of their abilities, what they can achieve.
- Teachers would use Blooms Taxonomy to produce lessons that can teach the learner basic knowledge of the subject.
- Students would then review and explain in their own words and solve problems.
- Blooms Taxonomy can be used by the teacher to crate activities in which the learner will breakdown, relate and connect with different concepts.
- Blooms Taxonomy can lead to in depth learning, learning independently and stem critically thinking (Adams, 2015).

Model of Learning

Gibbs Reflective Model

Gibbs reflection is based on six step cycle, created to expand experimental learning, designed as a continue cycle of improving. (1) Description, what was the experience (2) Feelings, your thoughts about the experience (3) Evaluation, what went well, what did not go well, (4) Analysis, making sense of the experience (5) Conclusion, what have you learned from the experience, what you will do differently next time (6) Action Plan, what you would do in the future any changes that you would make (Gibbs and Andrew, 2001).

How can Gibbs Reflection help with learning and Teaching

Hattie (2012) Peer to Peer presentation can support the teacher and learner to reflect to develop and improve performance in the future . An example of this could be feedback observation from your Peer.

Evaluation valuable feedback from your peers is crucial to your learning and development. It will help the teacher to improve practice and the learning experience with the student. Developing new skills and knowledge is essential to learning and will support the teacher to improve, peer to peer observations support this as they add value to the teachers' presenting styles, highlight areas that need to improve and what went well. Overall, I had good feedback from my peer, and this boosted my confidence, however I feel that some critique would have been good to have been fed back too (Hattie, 2012).

Behaviourist Approach
This is usually where the teacher calls the shots. Using reward and sanctions
It has more negative impacts than positive that being said it encourages learning , creates boundaries and keeps learners on track with their work. However, no one student is the same therefore this approach is not always suited to all learners and learners could lose interest. Learning styles can be implemented such as Honey and Mumford to determine where the learner is at and what level (Hayes, 2023).
Humanist approach
Is centred around the learner, that individuals can have the potential to succeed, learning from within and individual desires. The humanist approach has some criticism as it has been known to act as spoon feeding students and creates idleness within the environment. However, can boost confidence within the learner (Farrar and Hanley, 2023), .

Social Approach
It is known that people model behaviour and copy it, the ability to learn happens in social situations, weaker students may feel insulted by the approach. The social approach can be coercive, at times intimidating can be influenced by social and media influence and negative behaviour can be learned. The social approach benefits the learner as it helps improve peer to peer learning an essential tool to teaching to improve and develop your teacher approach and strengthens peer relationships. Peer are seen as equals within the environment that they are learning in (Bandura, 2023).
Cognitivist and Constructivist Approach
Has characteristics such as Instructual goals, teachers are a guide this approach thrives on independent learning and cognitive learning and a more central role for the tutor. The teacher and learner are on track and treated as individuals, enables to engage in critical thinking, develop knowledge and individual thinking skills, can stretch and challenge the student, gives students more responsibilities, however this can give learners to much control and teachers can assume that learner work is completed (Lawton *et al,* 1980).
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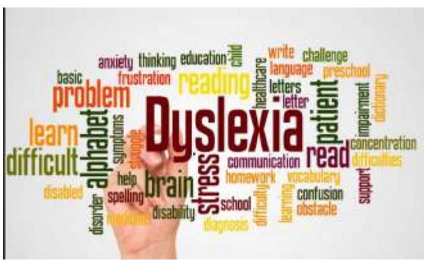

Dyslexia
Supporting individuals with dyslexia is one example of being inclusive to individual learning styles making sure that you are prepared as the teacher and that you can prepare the learner before each lesson by giving them the materials to exceed in their work, such as handouts on different coloured paper making sure you are aware of their needs is important so that you can stretch and challenge their learners to their abilities Using visuals to support the learner and that presentations are clear. Breaking down the lesson and chunking as a useful strategy to support a learner with dyslexia, adding additional tutorials to support them (Miller and Katz, 2002).

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Presented by: Connor Williams, Health & Social Care Student

Reflection in health and social care

By connor williams Health & social care student at OLC!

Reflection – Why is important in General

Reflection is a process which helps you gain insight into your professional practise by thinking analytically about any element of it. The insights developed, and lessons learned, can be applied to maintain good practice and can also lead to developments and improvements. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging. It is important that reflection is done in the way that suits you best to provide the greatest benefit.

Different Reflection models

- The ERA cycle (Jasper, 2013)
- Driscoll's What Model
- Kolb's model (1984)
- Gibb's Reflective Cycle
- Schön’s (1991)
- **Brookfield's model of reflection**

What is Gibbs? → Gibbs' Reflective Cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well. It covers 6 stages:

→ **Description** of the experience

→ **Feelings** and thoughts about the experience

→ **Evaluation** of the experience, both good and bad

→ **Analysis** to make sense of the situation

→ **Conclusion** about what you learned and what you could have done differently

→ **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.

How can we apply Reflection to teaching

Personally, I've used Reflection in my workplace as I'm currently working in a school as teaching assistant. To support the children in the best way possible I like to reflect every four weeks especially and like to analyse what I can do to improve on my way of supporting and adapting to different learning scenarios. Reflection is a pivotal part to teaching as everyday you are thinking over what you have done, how you can improve and what to do better next time.

Presented by: Mohammed Sadif, Academic Support

Examining Organizational Support for Mental Health Among Health and Social Care Workers in the Context of Special Needs Care

Mohammed Sadif, OLC Europe, Email: msadif@olceurope.com

Introduction: Care workers in health and social care sector have some of the most stressful and emotionally challenging jobs imaginable. They have to deal with the most vulnerable people of the society. This research aims to examine the available support for the care workers to address their work-related mental health issues from the organisation they work for.

Research Question:

Are health and social care workers getting support from organizations if they face any kind of mental health issue while providing support to the people with special needs?

Objectives:

- To examine the type of mental health issues the care workers commonly face.
- To find out the type of measure taken by the organizations to address care workers mental and emotional support needs.

Most common work related mental and physical health issues

- Depression, anxiety, Fearful of the present or future, Anger/ frustration,
- Stress, shame or embarrassment, Guilt, loneliness, poor self-steam, self-harm,
- Loss of interest in hobbies and social withdrawal.
- Physical health impacts, Disturbed sleep, insomnia, Low level of energy, fatigueless,
- Poor immune response to cold and flu, increased blood pressure, breathing difficulties (Cheryl, 2015).

Method and tool:

The study was conducted by applying **Cross Sectional** method which is observational in nature and also known as **descriptive research**. This method can search data from a definite population at exact point of time and can explore condition, problem and attitude of study population.

Data for this study were collected **using a questionnaire** which consists of both **close and open ended quantitative and qualitative** questions.

Sample population or research participants: A nonprobability, convenience, randomised sampling technique was used to select the study population and then to collect primary data. The participants of this study were support workers/ enablers of any age, gender and ethnic background of a renowned care organization who has long involvement of providing efficient person-centred care for the people with multiple complex needs.

Statistical Methods

Simple statistical techniques were used to tabulate the results of this study. The primary data were analysed using a percent of response.

Result and Discussions

Literature review:

Carl and Ben (2011) state that there is a long-standing interest in the relationship between mental health and work. The number of people who experience mental health issues at workplace and out of work because of mental health condition considered as 'crise' of public health. Approximately one million recipients of incapacity benefit results from poor mental health and it represents 40% of total population.

A notion of fear and silence about mental health issue among the care workers is costly to employers. Majority of the care workers are unable to openly talk with their line manager if they feel stress at work. On the other hand, the employers also have positive attitude to take measure to improve staff wellbeing but due to lack of proper training and guidance they are unable to take effective measure to address this issue (Mind, 2020).

A study shows workload, difficult service users, sexual harassment, taking advantage from the care workers, safety hazards and work-related injuries are most commonly associated with poor mental and physical health of the care workers (Margaret et.al, 2008).

The effect on economy due to current or past mental health problem of the employee at work is as high as £225 billion each year. This figure represents 12.2% of UK's total GDP. Therefore, it is essential to protect that value through addressing mental health for the employees with mental health issues as well as for those who are at risk (Mental Health Foundation, 2020).

Participants who reported that they do not talk with anyone at workplace about their mental health problems were 18% and all were male. It suggests that male care workers are not comfortable to share about their mental health issues with others at workplace in compare with female care workers.

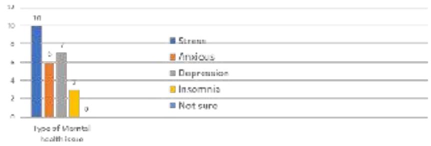
Further concern may arise that, awareness approaches may not aim well towards men. Also they may express and ask for help related to mental health problems, differently.

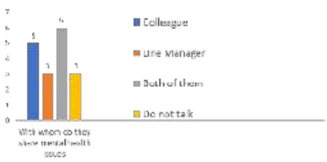
Majority of the of the respondents (82%) of this branch preferred to share their mental health issues with both colleague and line manager (6/17), with their colleagues (5/17). It indicates that this organisation both male and female care worker have positive attitude to share their mental health issues with their line manager.

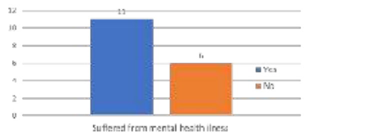
Female care workers are more comfortable to share their mental health issue with their colleague than male. women's positive attitude to talk about mental health issues and their strong social network can play vital role to safeguard their mental health (Recovery Across Mental Health, 2020).

65% percent have experienced mental health issues at work. 54% were male care worker and 45% were female.

If gender is a factor in terms of prevalence of mental health issues, it can also be explored what are the associated factors accountable for this finding.

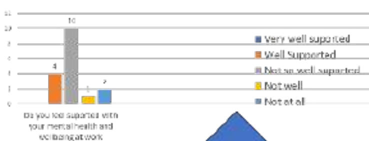






Majority of the respondents (71%) responded that they did not know . This finding indicates that there is a lacking information sharing about what kind of support or assistance does this organisation offers for mental health and wellbeing of their employee.

All the respondents who stated that the organisation provides mental health and wellbeing programme, mentioned about supervision. Only a few mentioned about face to face or live online counselling and individual social and copping skill training



Perception about how they were being supported by the organisation with their mental health and wellbeing using the Likert scale, majority of the respondents (76%) did not perceive that they were being supported by the organisation they serve for. Only 23% respondents mentioned that they were well supported by the organisation. No respondent who mentioned that they were very well supported.

Future research: 'Masculinity, Social Connectedness, and Mental Health: Men's Diverse Patterns of Practice" published in American Journal of Men's health mentioned that societal beliefs and conventional gender roles have major effect in why men are less likely to discuss or seek help for their mental health problems. Therefore, an in-depth analysis is necessary which will examine the gendered nature of men's social networks and the ways in which the relationship between masculinity and men's social link can influence men's mental health (McKenzie et al., 2018)

Recommendations:

- Train Service & Assistant Service Manager, so that they can identify risk factors and symptoms of mental health problems signpost and refer appropriately.
- Consider implementing an employee wellness programme.
- Should recognise care workers' learning and development needs which is associated with mental health and wellbeing and design and deliver proper training for the care workers.
- Work jointly with colleagues to build awareness of mental health and reduce stigma related with mental illness.
- Care workers should be well aware of the organisation's offered service, policy and strategy related to mental health and wellbeing of the care workers (Public Health England, 2019).

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Stream 4 Publications:
‘Higher Education Systems: Business and Economics’

‘The Role of Leadership in Influencing Organisational Innovation in The Civil Aviation Industry in The Kingdom of Saudi Arabia’

by

Dr Ahmed Abdu Kariri and Dr David Bamber

Abstract

This study empirically examines the impact of organisational leadership on organisational innovation in the aviation industry in Saudi Arabia. The study adheres to the traditional scientific paradigm and estimates parsimonious specifications instructed by the theoretical framework advanced in Setiawan et al., (2021). A questionnaire has been custom designed to collect data from employees in the General Authority of Civil Aviation (GACA) in Saudi Arabia and Alpha Star Aviation Services Company. A total of 355 respondents returned completed questionnaires. The results of the study show that employees’ perceptions in the aviation industry in Saudi Arabia concerning the underlying leadership style that promotes innovation their organisation is transformational leadership. This is as opposed to other styles of organisational leadership: the transactional style and the passive-avoidant style. The study further shows that the positive and statistically significant impact of transformational leadership on organisational innovation is mediated by the levels of employee creativity and organisational culture. The study reports that such mediation, though well-pronounced and statistically significant at all traditional levels, falls short of the full mediation criterion. This suggests that the mediating influences of employee creativity and organisational culture are not sufficient conditions, in themselves, and the impact of transformational leadership on organisational leadership is required. This indicates that other mechanisms may still matter in mediating the relationship between organisational leadership and organisational innovation, and those other mechanisms should be the aim of future research. This study shows that inspirational motivation tends to drive organisational innovation the most in the KSA aviation industry, and then behavioural idealised influence is of secondary importance.   The study performs and reports robustness analyses which confirm the integrity of the data for use in PLS analysis. This study informs aviation stakeholders in Saudi Arabia, how to drive positive change to foster a culture of innovation, and achieve sustainable growth and success in an increasingly dynamic and competitive industry.

Keywords: Civil Aviation Industry, Employee Creativity, Leadership, Leadership Styles, Organisational Culture, Organisational Innovation, Saudi Arabia.

‘A Comparative Study of UK charities to identify the Impact of Targets on Organisational Behaviour’

Submitted in partial fulfilment of the PhD degree from University of Bolton, UK

Nishigandha C Shinde, BMS, MBA

Abstract

Purpose of the Research

Targets are the outcome that an organisation expects their employees to achieve. It can be in terms of sales, finances, services, and any other work that is specifically carried out within an organisation and for the organisation, Webb et al., (2010). It is regarded as one of the important components of an organisation as it helps the employees to get clear understanding of what an organisation is trying to achieve, at the same time it is used as a tool to measure employee’s performance and it is then termed as performance target.

Experts have various opinions on target setting. Due to its challenging nature, it is often assumed that it will act as a motivational technique and therefore most of the organisations use targets to influence the behaviour of their employees. However, there is argument by authors Chidambaran and Prabhala, (2003) whether targets have the right impact on the employee’s behaviour which can have a direct effect on organisations performance.

According to Webb et al., (2010) targets are often set either too high or too low. When the target is too high and employees do not achieve expectations, it can de-motivate the employee, whereas targets that are too low means paying for poor performance. Here it is important to identify how targets can influence and impact employee’s behaviour thus creating an impact on the overall organisation’s behaviour specifically in charity organisations.

Design of the Field Work

This research towards a PhD, seeks to compare different charity organisations within the UK based on structure, goals, ownership, size and annual turnover and identify types of targets in the charity organisations. Therefore, this research will employ the views of interpretive philosophy and qualitative research methods used to acquire in-depth information from the organisation itself with the help of focus group, interviews, and questionnaire.

Expected Findings

This PhD second phase of field work shall examine the direct responses from the charity organisations within the UK with the help of questionnaire, focus group, case study, in-depth interviews from top level management to the lower-level management. However, in the first phase the responses will be collected from the participants of the focus group. This will assist an author in forming a refined questionnaire for conducting interviews from the elite people working in the charity organisations such as directors, chief officers, and managers.

Originality and value

The findings from the research will contribute to literature of charity organisations possible improved methods for setting organisational targets and to develop a concept that is an aid to evaluating the impact of targets.

‘Developing a Theoretical Framework for Leadership Transitions in UK’s Private Higher Education Institutions: A Grounded Theory Study’

By

Abneer E Samuel

Abstract

Leadership succession in UK private higher education institutes (HEI) is difficult due to their market focus, financial dependency, and regulatory imperatives. Private HEI’s do not usually have clear succession planning, leadership development, and governance stability mechanisms, and as such, leadership succession becomes a critical driver of institutional performance, strategic continuity, and stakeholder trust. This study develops a grounded theoretical framework to address leadership succession problems through the use of leaders’ adaptive resilience and institutional support systems to deliver leadership effectiveness and stability in governance. Based on semi-structured interviews and document analysis with a qualitative, grounded theory approach, this study examines leadership transitions in four UK private HEI’s. The evidence identifies that misaligned governance, psychological stress, and role ambiguity during the transition stage are at the core of issues across leadership transitions. However, institutional resilience and higher leadership stability in institutions with specified onboarding processes, leadership development programs, stakeholders’ engagement, and succession management are found to dominate.

The study introduces the Leadership Transition and Institutional Resilience (LTIR) framework that integrates individual leader adaptation and systemic institutional mechanisms. The framework provides practical guidance for institutional leaders, policymakers, and regulatory bodies such as the Office for Students (OfS) and the Department for Education (DfE) in successful leadership transition management. While this research contributes to theoretical and practical knowledge, subsequent research needs to empirically test the framework in diverse educational contexts. The research provides a roadmap for improving leadership governance, succession planning, and institutional resilience in the growing UK private HEI market.

Poster Reference list:

Hussain, U, (2023), ‘The Impact of Classroom Management on Student Behaviour’, p.130 , Stream 3, ‘Being Human in the Higher Education Environment’

Sadif, M, (2023), ‘Examining Organisation Support for Mental Health Among Health and Social Care Workers in the Context of Special Needs Care’, p.133, Stream 3, ‘Being Human in the Higher Education Environment’

Williams, A, (2023),‘Theories, Principles and Models in Education and Training’, p.131, Stream 3, ‘Being Human in the Higher Education Environment’

Williams, C, (2023), ‘Reflection in Health and Social Care’, p.132, Stream 3, ‘Being Human in the Higher Education Environment’

Papers Reference List:

Ahammed , I, (2023), 'Literature exploration on whether employees' physiological motivation (emotional capital) can influence employees' behaviours that motivate employees to enhance their engagement levels in the UK's low-paid working sector', p.100, Stream 2, 'Emerging Technologies in Higher Education'

Bamber, D, (2023), 'The Role of Leadership in Influencing Organisational Innovation in The Civil Aviation Industry in The Kingdom of Saudi Arabia', p.135, Stream 4, 'Higher Education Systems: Business and Economics'

Chanour, F, (2023), 'The Implementation of Marketing in Higher Education from Theory to Practice', p.77, Stream 1, 'Higher Education Providing Positive Impact on Society'

Edwin, C, (2023), 'Linking Relational Coordination and Employees' Wellbeing through Psychological Capital', p.74, Stream 1, 'Higher Education Providing Positive Impact on Society'

Samuel, A, (2023), ''Developing a Theoretical Framework for Leadership Transitions in UK's Private Higher Education Institutions: A Grounded Theory Study', p.138, Stream 4, 'Higher Education Systems: Business and Economics'

Shinde, N, (2023), 'A Comparative Study of UK charities to identify the Impact of Targets on Organisational Behaviour', p.136, Stream 4, 'Higher Education Systems: Business and Economics'

Tsapayi, E, (2023), 'Evaluative practice in Higher Education: an Evaluation of Peer to Peer observations in a Higher Education institute in Greater Manchester', p.29, Stream 1, 'Higher Education Providing Positive Impact on Society'

Presentation Reference List:

Alsalah, L, (2023), 'The Digitalizability of Education', p.103, Stream 2, 'Emerging Technologies in Higher Education'

Dixon, S, (2023), 'Educational Gain – an Alternative Reality', p.59, Stream 1, 'Higher Education Providing Positive Impact on Society'

Giza, A, (2023), '', p.110, Stream 2, 'Emerging Technologies in Higher Education', p.110, Stream 2, 'Emerging Technologies in Higher Education'

Gransden, C, (2023), 'The Masterypath – Facilitating learning and transition with an online centred approach', p.117, Stream 2, 'Emerging Technologies in Higher Education'

Mazolla-Randles, C, (2023), 'Embracing AI', p.7, Keynote Presentations

Owens, J, (2023), 'Integrating the 'Young Enterprise Start-Up' into Teaching and Learning in Higher Education', p.67, Stream 1, 'Higher Education Providing Positive Impact on Society'

Russell, D, (2023), 'Being Human in the Higher Education Environment - An Exploration of the power of relationships in HE', p.124, Stream 2, 'Emerging Technologies in Higher Education'

Samuel, A, (2023), 'Strategic Management of Digital Transformation in UK Private Higher Education Institutions (HEIs)', p.11, Keynote Presentations

Salehuddin, W, (2023), 'The role of the Pastoral Team as a support system for the academic journey of the students at OLC College: An Evaluative Research', p.46, Stream 1, 'Higher Education Providing Positive Impact on Society'

Epilogue:

As this conference draws to a close, the diverse conversations across our four streams remind us that higher education is not a static institution, but a dynamic ecosystem — one that continually reshapes itself in response to the challenges and aspirations of society.

The discussions on **Higher Education Providing Positive Impact on Society** reaffirmed the role of universities and colleges as engines of change. Beyond producing knowledge, they shape citizens, strengthen communities, and respond to global issues with local relevance. The insights shared demonstrate that higher education, when aligned with social responsibility, can drive equity, sustainability, and inclusive progress.

Explorations into **Emerging Technologies in Higher Education** revealed both exciting possibilities and pressing responsibilities. New tools — from artificial intelligence to immersive learning environments — are transforming how knowledge is created, shared, and experienced. Yet participants also highlighted the need for critical reflection: innovation must be guided by ethics, accessibility, and human-centred design, ensuring technology enhances rather than diminishes the human dimension of education.

The stream on **Being Human in the Higher Education Environment** grounded our discussions in what ultimately matters most: people. Amidst systems, structures, and innovations, it is the lived experience of students, educators, and staff that defines the quality and meaning of higher education. The reflections in this stream called for compassion, inclusion, and a recognition of the complex identities and challenges individuals bring to academic spaces.

Finally, conversations around **Higher Education Systems: Business and Economics** reminded us that no institution exists outside of financial realities. The sustainability of higher education depends on wise governance, fair resource distribution, and innovative economic models. Balancing fiscal responsibility with educational values remains a central challenge, yet one that opens opportunities for more resilient and adaptive systems.

Taken together, these four streams illuminate the interconnectedness of higher education’s purposes, tools, people, and systems. They remind us that meaningful transformation requires both vision and collaboration: vision to imagine what education can become, and collaboration to ensure that diverse perspectives inform the journey.

As we conclude, the proceedings of this conference stand not only as a record of ideas exchanged, but also as a call to action. The future of higher education is not predetermined; it is something we will collectively shape. By holding fast to our shared values while embracing innovation, we can ensure that higher education continues to serve society with integrity, creativity, and humanity.