

Knowledge Transfer – from Cottage Industry to Curriculum and Classroom

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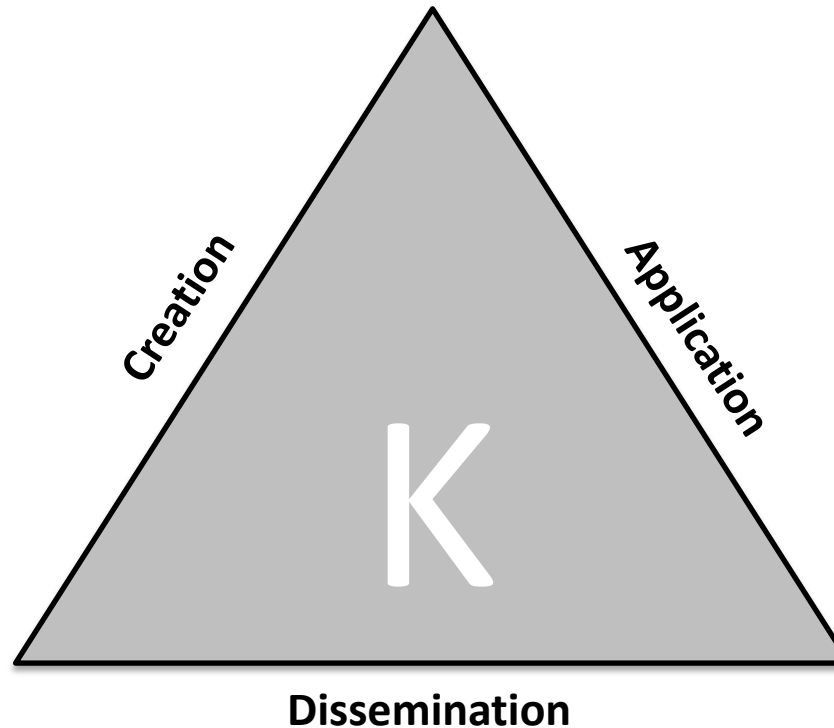
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A knowledge-based or an economy of knowledge?

Welcoming the
knowledge economy!



The Knowledge Triangle



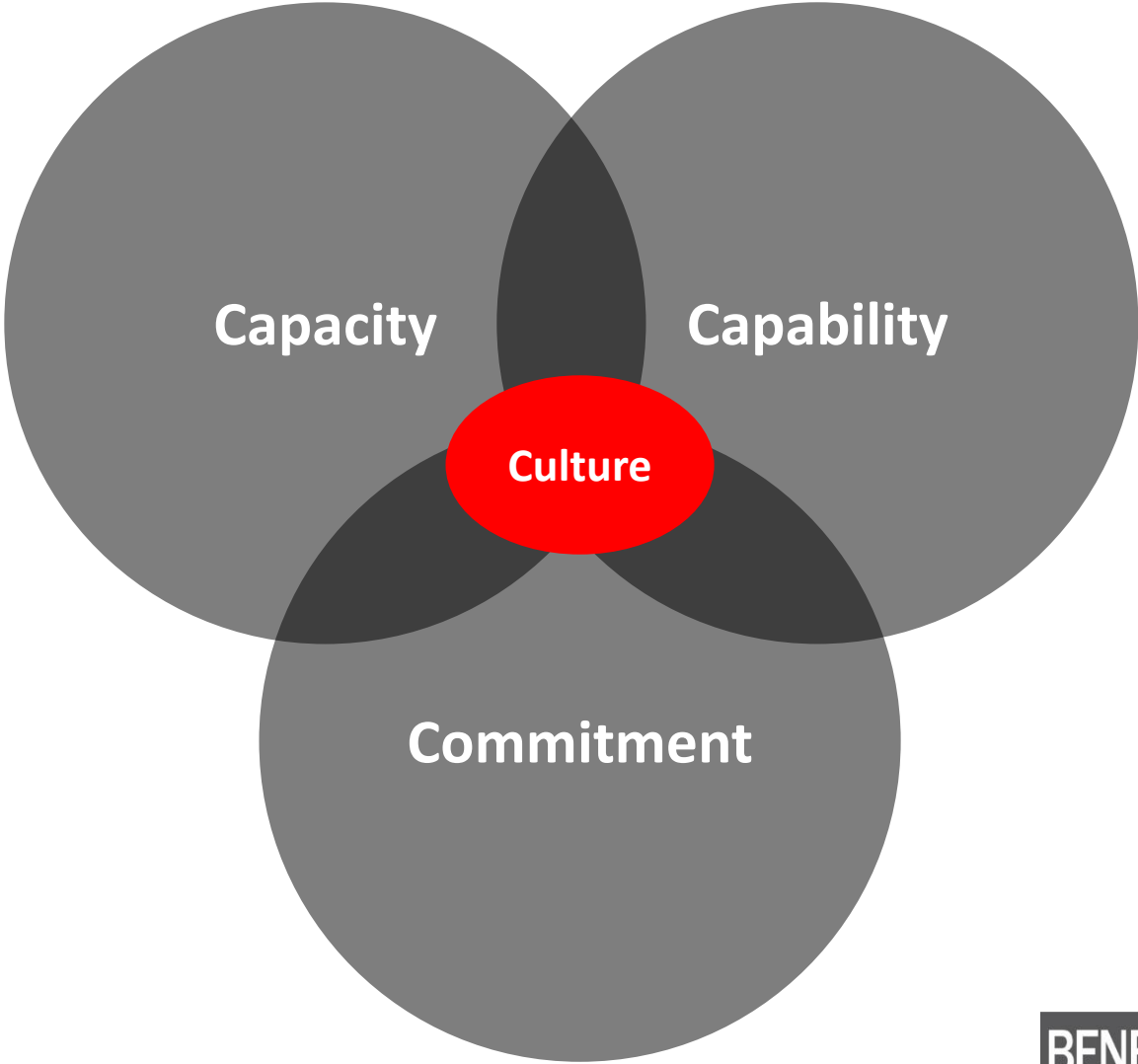
economically, each part is equally important

Important Reports

- Lambert, 2003 (*U2B interaction*)
- Cox, 2006 (*creativity*)
- Warry, 2006 (*research impact*)
- Leitch, 2006 (*skills*)
- Sainsbury, 2007 (*innovation*)
- Denham, 2008 (*innovation*)
- CBI, 2008 (*B2U interaction*)
- 2009
- Wilson 2012 (*U2B*)
- Witty, 2013 (*invention, innovation, SMEs*)



The 4 C's as a self-fulfilling model



'3rd stream' Interventions

- Herobac (1999 – 2001) £40m competitive
- Heif 1-2 (2001 – 2006) £80m [89], £186m [124] competitive
- Heif 3 (2006-2008) £238m [formulaic all]
- Heif 4a (2008-2011) £390m [formulaic most]
- Heif 4b (2011-2015) £452m (formulaic most)
- Heif 5? (2015 -) £??m

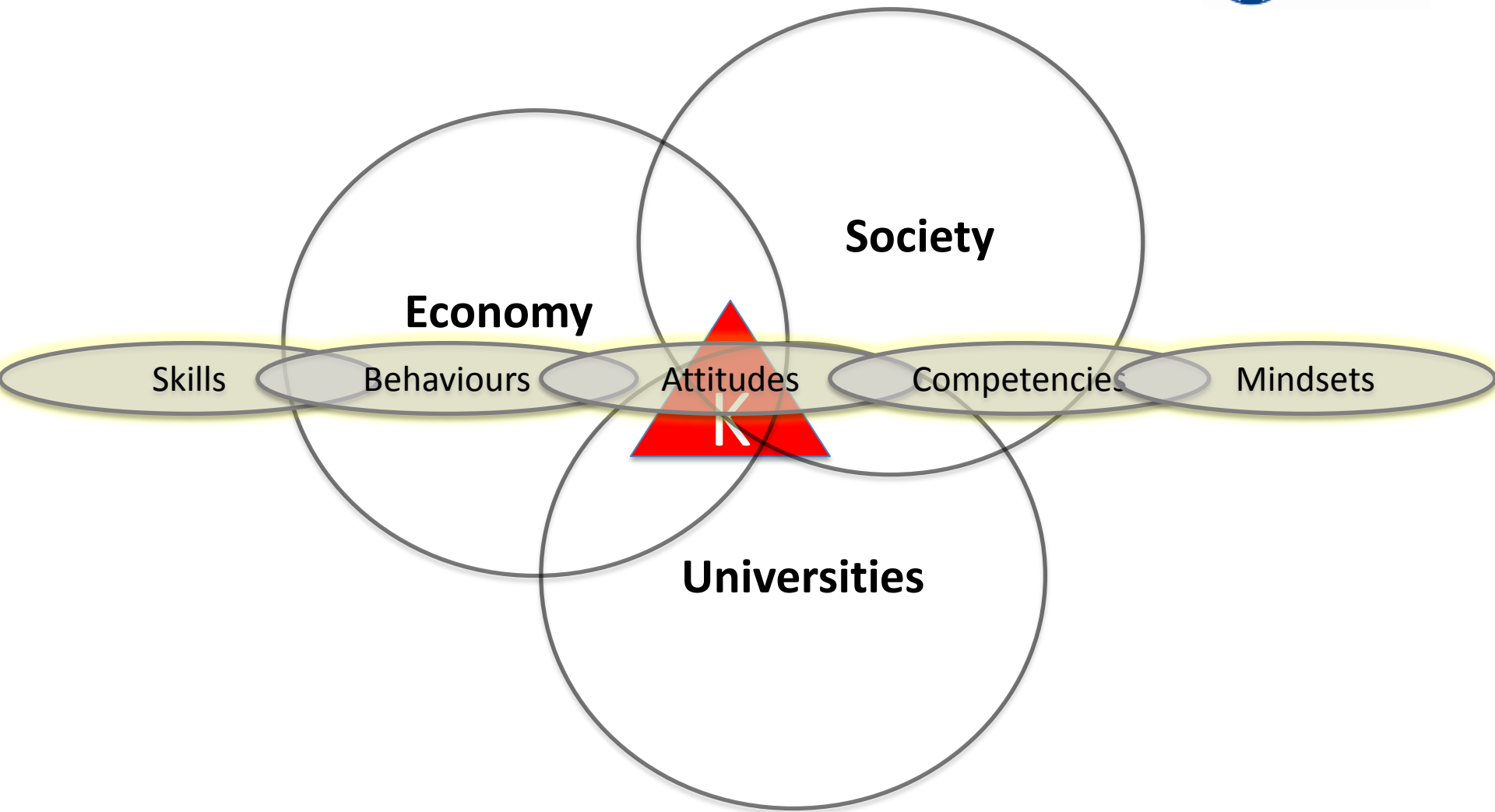
Capacity / infrastructure Proof of concept

Capacity / impact?

Volume
Volume plus impact

SEC / UC etc ... £100m+ SDF... £100m+

Knowledge +

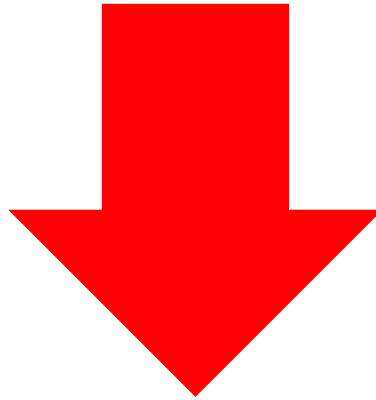


employability and self fulfillment



3rd stream impact

Originally making universities more commercially aware – enterprising
innovative / entrepreneurial / generating new sources of £s



Now: that + supporting CORE BUSINESS – T&L/R – employability / SME
engagement / macro economic support / regeneration / all measured!

Curriculum and Classroom



- Taking that which we have learnt, created, nurtured and developed via 3rd stream into the classroom and the curriculum
- All subjects, disciplines, levels
- Embedded integration of skills, behaviours, attitudes, mindsets within a framework of knowledge
- Impact on reward systems and structures / priorities
- Then 3rd stream becomes CORE – and sustainable!

Thank You

