

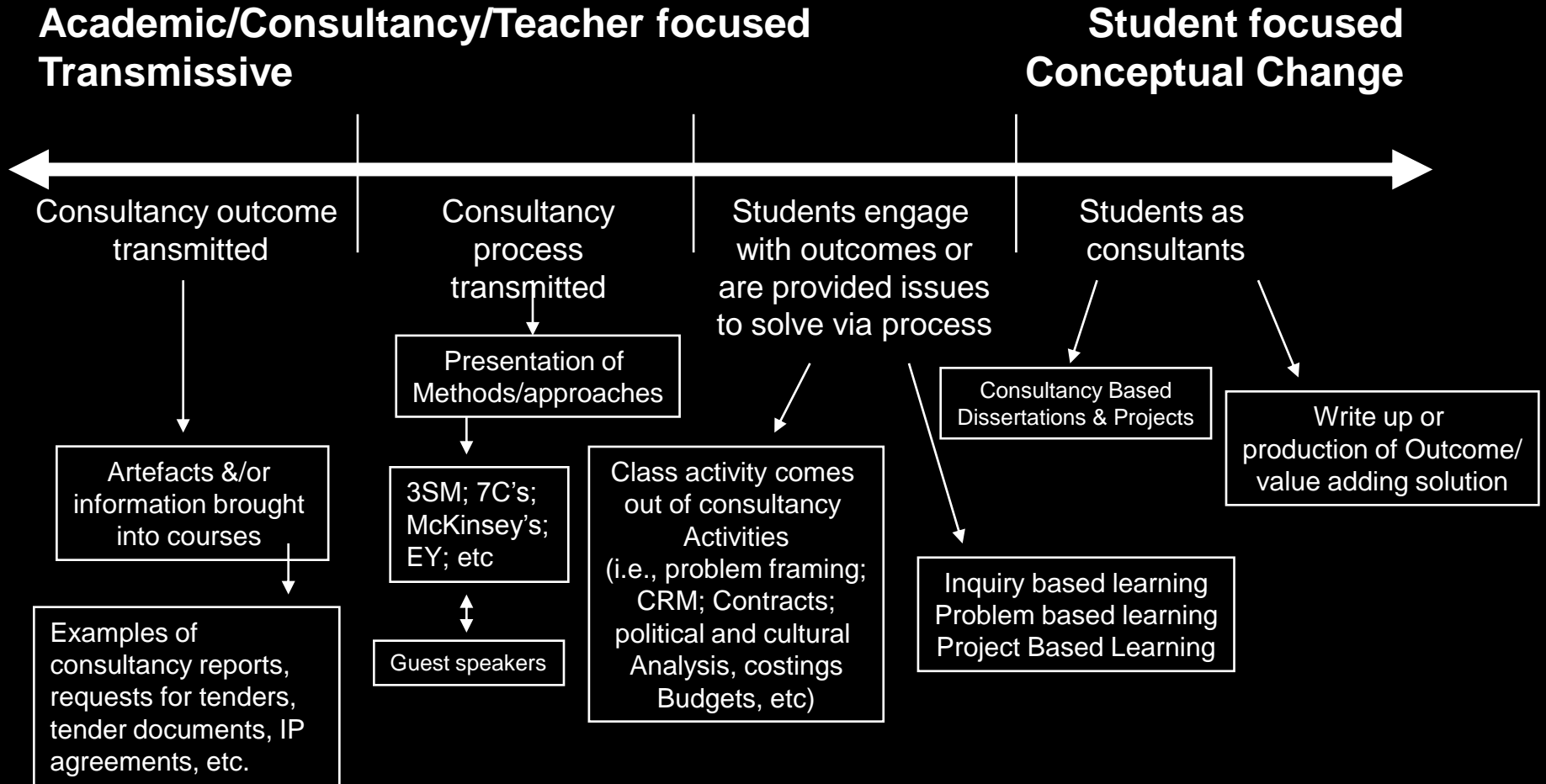


A Health Dose of Reality

**Kevin Grant & Peter Duncan
Division of Strategy, Innovation and Enterprise
Caledonian Business School**

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Conceptions of Academic Capitalism Informing Teaching and Learning



Adapted from Wuetherick & Turner, 2006

The Case Context

- NHS (Health Board) 10,000 staff, population @ 400,000, budget @£550 million
- Executive Member (e-health and KM) (now Information and Clinical Service Support)
- Consultancy Role Play Assignment
- Live Corporate and Sensitive Documents
- Academic Marking and Feedback
- Practitioner Feedback and Feed-forward (linked to CPD and Career Advice)
- Presentation to board (executives and CEO)
- Subsequent Applied Consultancy Work (paid/unpaid) for one student
- The same student now working for a major consultancy firm (Health Sector) who used this as 'evidence' of being fit for purpose

Conceptions of Consultancy-Based Teaching and Learning

**Student-focused
Students as participants**

Consultancy-tutored

Consultancy-based

**Emphasis on
Consultancy content**

**Emphasis on
Consultancy
Process & problems**

Consultancy-led

Consultancy-oriented

**Academic Consultant-focused
Students as audience**

Adapted from Healey, 2005

How did it come about?

- Long Term Partnership (now in its fourth year)
 - Played the Academic Card NOT the Consultancy Wing of the Uni
- Free Advice (on KM, Change and RFID)
 - Org 'live action' area
 - Social Enterprise
 - Staff Exchange (placement)
 - KTP (submission)
 - Academic Consultancy (other areas)
 - National NHS Committee Membership on Professionalization of IT/IS
 - Possible Strategic Alliance for the Uni and the NHS

Students

- Assessment 'in and for' society benefit
- What it could be like
- Reflective and Reflexive
- Commercial/business perspective in a complex and political charged setting
- Access to other things (research, applied consultancy work, network, references, etc)
- Feedback from executive members
- Careers advice
- Mentoring and 'sponsorship'
- PDP/PBL
- Links to other 'sister modules' on programme of study
- International Students – 'world know health system'
 - Marketable experience

Tug of War



Personal Reflections

- Line between being an academic and a consultant
 - A Sounding board Vrs Predator
- Funding the involvement
 - Managing the mix and balance of work
- What's in it for them – help them to see the value
 - Social benefit card; long term partnership, etc
- Different skills
 - Collaborative and co relational
 - Nurturing and coaching
 - Take time to 'catch the monkey'
 - Dare to say 'no'!
 - Their 'well being' your concern NOT Uni's or own
 - Sensitive, Responsive and Professional
 - MECE (mutually exclusive, collectively exhaustive)

Strategic Intent

Echoes the Lisbon Agenda and the EU e-Skills agenda. In a knowledge economy, employees must be able to:

- work comfortably in a multidisciplinary and borderless environment,
- work with others to create and share new knowledge,
- to take responsibility for learning development,
- to make effective use of all information sources including technology-based resources.

**Thanks For Listening
(Well Some of You)
Questions And / Or Challenges**

