**Employer-Facing Education – What Does It Mean to You?**

Russ:

Thanks for stopping by and looking at our poster 'Employer-facing Education'. It comes with a question, what does employer-facing education

mean to you as an educational practitioner? We spend a lot of time working with people in the OU who are already in employment and have those needs changed? So, let's start what we found when we looked at the literature.

Sarel:

Thanks Russ, so really when we looked at it, you know, there was a big

absence of the term employer-facing and even any kind of idea that that might encompass. So, one of the starting points for us was okay, well let's define what we think employer-facing education is, and once we got that then we started to look at the requirements. So, maybe you can talk a bit about the requirements that we found?

Russ:

Absolutely, I can. So, the requirements that we started to surface are really what happens at the point of delivery, So, you can think of those as micro foundational, what's happening in the relationship between learning design or the

teaching and the learner experience. But actually, most of the work that goes into developing courses comes from a macro point of view, the higher level and you can see on our impact map here that we've got all of the stakeholders, you know, we've got the customer, the learner, the professional bodies, the Higher Education provider, what are they all trying to do, and that's very much a top-down approach. So, top down versus bottom up that's yet another tension and what's happened is the world has changed, you know, digital has meant that there's a lot more content; content is more dynamic, it's shorter, it's easier to digest and it's more actionable more quickly. So, I suppose the provocation the question that we're asking is do we need to move our dial a little bit more towards flexibility, little bit more towards what does the learner want in terms of adapting maybe the date of their assessment to suit their own schedule at work or the accessibility of how they're assessed,

we're looking at that sort of thing and asking is it time that we can make some changes?

Sarel:

Yeah, so that's an exploration we're going to be doing.