

University of Cambridge
Board of Executive and Professional Education (BEPE) – Strategy Working Group

DISCUSSION PAPER: Executive and Professional Education (EPE)

What is executive and professional education and how does it sit with the University’s mission?

Cambridge offers a wide range of programmes and solutions in the area of executive¹ and professional² education (EPE) to complement its traditional undergraduate and postgraduate degrees and award-bearing programmes. This is a rapidly growing area of activity within the University, and reflects steadily increasing demand from an important sector of society. As such, this activity is of strategic significance to the University, and this paper sets out why this is the case and how the activity fits within the wider institution.

EPE programmes are usually non-degree and non-award-bearing short courses aimed at business executives and those in more specific professional disciplines. They are designed to help individuals and organizations to develop and grow by meeting their training and development needs personally, strategically, and operationally.

The EPE activities undertaken within the University of Cambridge are directly aligned to the University’s core mission:

University’s mission

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence.

University’s core values

The University’s core values are as follows:

- freedom of thought and expression
- freedom from discrimination

Education

- the encouragement of a questioning spirit
- an extensive range of academic subjects in all major subject groups
- quality and depth of provision across all subjects
- the close inter-relationship between teaching, scholarship, and research
- strong support for individual researchers as well as research groups
- residence in Cambridge as central to most courses
- education which enhances the ability of students to learn throughout life

The University’s relationship with society

- the widest possible student access to the University
- the contribution which the University can make to society through the pursuit, dissemination, and application of knowledge
- the place of the University within the broader academic and local community
- opportunities for innovative partnerships with business, charitable foundations, and healthcare
- concern for sustainability and the relationship with the environment

In fact, EPE is one of the major areas of the University’s activity that allows it to fulfil its relationships with society and to extend the opportunities for learning throughout life. EPE makes a distinctive and increasing contribution to the University’s impact on society, the economy, local communities and businesses.

The University’s current EPE activity delivers approximately 70,000 learner days³ per year and revenue that is conservatively estimated at about £18m, i.e. 10% of the University’s annual fee income, complementing the multiple non-financial benefits that EPE brings.

¹ 'Executive education' describes those courses designed to benefit people and organisations working in an executive environment. It includes courses in the fields of leadership, management, and business administration.

² 'Professional education' describes courses that inform or extend the knowledge or capabilities of people engaged in professional disciplines. These are more specialised courses, designed for career development and progression in fields such as health and education.

³ A learner day is 8 hours of teaching.

Why executive and professional education matters

The University has an important role in society and in extending educational opportunities throughout life. It is consequently committed to supporting and developing capacity to generate and share knowledge regionally, nationally and internationally, enabling significant contributions to socio-economic growth.

Within the University, EPE is an effective way to enhance structures for collaboration across the University and to encourage work with other institutions and organizations, not least where such associations can lead to outstanding research and teaching. Furthermore, the University's research-led EPE is directly linked to the (REF) Impact agenda (and wider definitions of impact), and is therefore likely to gain increased recognition as such in the coming years.

EPE is an important mechanism to build a virtuous cycle of research dissemination via research-led programmes, leading in turn to increased research collaborations, e.g. see figure. Research Councils now have an established vehicle, *Pathways to Impact*, as part of the research application process that can be used to fund the development of EPE to help ensure that research outputs have direct applied impact. Further benefits of engaging in EPE are, for example: support of strategic partnerships; improved market intelligence; connection into business and government networks; strengthened impact and influence on policy makers; enhanced research commercialization; improved fund-raising capacity and alumni relations; improved brand recognition and reputation; enhanced career prospects for graduates and others; academic staff with knowledge of the application and end-users of their research; strengthen research proposals; and progression from EPE to other educational programmes offered by the University.

EPE activities generally aim to be financially self-sustaining at a minimum, and can in some cases be profit-making. They can be used to support and build research and administrative capacity, and provide valuable opportunities for researchers to teach, and learn from, diverse groups. At a more personal level, the increasing importance of evidenced socio-economic impact of research is such that there is likely to be an increasing demand for the senior academic promotions criteria to recognize this explicitly, and where appropriate for EPE teaching to be recognized in academic load/stint.



Opportunities

Longer and changing careers as well as technological changes and professionalization of various careers (including increased mandatory professional development) all mean that there are growing requirements for EPE. While it is not for the University to attempt to fill all gaps in the market or all gaps in its current provision, there may be opportunities that arise for new areas of EPE activity that fit strategically with the University's areas of expertise, particularly where existing key EPE players (i.e. Board of Executive and Professional Education (BEPE)⁴ members, e.g.: CISL, JBSEEL, ICE, and IfM) are either able to deliver programmes themselves or together or in collaboration with other parts of the University.

BEPE members are already working closely together in some areas to make best use of strategic relationships and achieve stronger outcomes, and are also working with many parts of the University on EPE and professionally-orientated degree and award-bearing programmes, such as the Master of Studies (MSt) degree. It is, therefore, most likely that areas of the University interested in getting involved in EPE would want to partner with a BEPE member, or members, in order to benefit from existing systems and infrastructure necessary to offer robust EPE programmes with the required quality assurance and operational frameworks that minimize financial and reputational risks. Such partnering with BEPE members also provides official BEPE endorsement, differentiating particular EPE courses by showing that they meet the University's highest international standards of excellence.



This course has been endorsed by the Board of Executive and Professional Education.

Quality assurance and risk management

Ensuring that all EPE activities are of the highest quality is of the utmost importance to all the University's EPE providers. Indeed, having a University-approved quality assurance process is a prerequisite for BEPE endorsement; programmes and providers that do not meet the endorsement criteria (or providers that do not seek endorsement) will not receive the official BEPE endorsement. In summary, the quality assurance processes for the design, development and delivery of all programmes must ensure that:

⁴ www.epe.admin.cam.ac.uk

- an appropriate pedagogical approach is taken;
- programmes are academically coherent;
- the teaching staff have appropriate skills and experience;
- both academic oversight and usually the majority of the teaching are undertaken by members or formal affiliates of the Collegiate University, with complementary contributions from professional practitioners where relevant;
- robust evaluation and feedback mechanisms are in operation, covering the participants' and the teaching staff's experiences and driving quality enhancement;
- pre-approval and post-review processes are undertaken by the providers' responsible bodies, e.g. teaching and learning committees or Faculty Boards or the University's equivalent, to consider strategic fit, potential risks and comparability of standards across their EPE provision; and
- EPE activities are included in the University's institutional learning and teaching reviews (or equivalent) alongside other educational provision.

EPE endorsed programmes are also required to undergo an appropriate level of due diligence to determine that no undue level of financial or reputational risk will be incurred by the University. For example, a particular course may involve partnership or collaboration with another organization requiring checks on that organization's status and a clear identification of responsibilities and liabilities of all parties involved, and associated legal agreements to be negotiated. EPE programmes delivered abroad or commissioned or sponsored by particular international bodies may, in order to protect the University's interests, require level of University approval dependent on the prevailing geopolitical context.⁵

EPE mission

Within the bounds of the University's mission, the EPE mission is to extend opportunities for executive and professional education, contributing to society through the pursuit of education, learning, and research at the highest international levels of excellence.

- education that enhances abilities to, and provides opportunities for, learning throughout life
- education that is built on the close inter-relationship between teaching, scholarship, and research
- education that provides access to the University that would not otherwise be possible
- education that contributes to society through the pursuit, dissemination, and application of knowledge
- education that places the University within the broader academic and local community
- education that provides opportunities for innovative partnerships with business, charitable foundations, healthcare, and more
- education that advances the University's technological capacity to provide accessible resources and to collaborate globally, and to support the student experience
- education that enables the University's research, scholarship and knowledge to contribute to growth and success in the economic, business and employment arenas
- education that exposes researchers to environments relevant and, therefore, enriching to their research for increased socio-economic impact

Case studies

The main providers of EPE within the University are the Cambridge Judge Business School (JBSEEL), the Cambridge Institute for Sustainability Leadership (CISL), the Institute of Continuing Education (ICE), the Institute for Manufacturing (IfM), the Møller Centre, and Cambridge University Health Partners (CUHP). Working collaboratively with an established provider can significantly reduce the burden of setting up new activity elsewhere in the University. A few case studies serve to illustrate the significance of this activity as part of the University's mission.

UNICEF: JBSEEL has developed a leadership development programme for senior managers within UNICEF and has delivered this to four cohorts of participants over the past three years. UNICEF participants have given feedback that the programme has been truly transformational and has enhanced their own programmes significantly.

Enterprise Ireland: JBSEEL has developed a programme to accelerate the growth of new business ventures in Ireland. This has been delivered to three cohorts of company CEOs with positive outcomes. For the most recent cohort of 41 companies, over a two-year period their combined sales grew from €33 million to €80 million; the number of employees has increased from 433 to 727; and investments of €32 million have been made in the businesses.

⁵ For example, a proposed EPE programme that carries a heightened risk may be referred by the University's International Strategy Office to the International Strategy Committee (and thence to the Advisory Committee on Benefactions, External and Legal Affairs, ACBELA).

Cambridge Chief Residents' Management and Leadership Development Programme: the Cambridge Centre for Health Leadership and Enterprise (JBS) and the Cambridge University Hospitals NHS Foundation Trust (Addenbrooke's) have developed a year-long part-time transformational leadership programme to address the increasing pressures on health systems, which allows specialist registrars and GPs in the East of England to develop an understanding and appreciation of the wider health system, its management and the impact on patients.

The Business and Sustainability Programme: CISL has for the past 21 years run a leadership programme for senior executives, helping them to develop strategic responses to critical global challenges. The alumni of this programme now exceed 5,000 senior business leaders and policy makers around the world, and the programme has spawned a series of business collaborations, partnering with governments and commissioning or drawing on University research to set the standard for progressive business and policy action on sustainability.

City Leaders Sustainability Leadership Training Programme: CISL is running this two-week programme in Cambridge and London in November 2014 for the Beijing Municipal Government. It will equip 20 senior leaders with insight into the sustainable development and management of cities, and promote exchange and cooperation between Chinese and UK cities. The programme is likely to be followed by a similar one for Guangdong mayors in spring 2015, which will be run in collaboration with the University's Centre for Rising Powers.

Lloyds Market Academy: CISL is running a six-month modular programme for Lloyd's chief executives to explore and debate the strategic implications for the insurance industry and society more broadly in relation to the world's current action on climate change risk. This programme will widely draw on research from the University, ranging from climate science to risk studies.

The Queen's Young Leaders Programme: ICE is developing a programme for young leaders from across the Commonwealth engaged in a range of social projects in their home nations. For each cohort of 60 Commonwealth leaders, the year-long programme includes an online course, peer support and mentoring as well as a residential workshop in Cambridge. With contributions from CISL and CUP, ICE's programme helps strengthen the next generation of community leaders and ambassadors for the Commonwealth.

The Cambridge Polar Leaders Programme: ICE's annual international programme for polar leaders, developed with the Scott Polar Research Institute (SPRI) and the British Antarctic Survey (BAS), allies Cambridge's expertise in the polar regions with expertise in delivering high-quality professional education and development programmes. Senior business executives, director-level diplomats and high-level scientists with major interests in the polar regions cover politics, governance and major challenges in the regions, e.g. climate change, oil and gas/mining, shipping and fisheries, accessing SPRI's museum, polar library and archives, and BAS's ice-core laboratory, marine aquarium and engineering facilities.

English Legal Methods Summer School: ICE has for the past 67 years run an annual course covering the central aspects of English law for a highly international group of practising and academic lawyers and graduate law students from countries whose legal systems are not based on English Common Law. With approximately 80 participants per year, this course has over 5,000 'graduates'.

DGMT: The Møller Centre has designed a leadership development programme for the senior leaders from within the 28 companies which form part of the Daily Mail and General Trust. The intervention spans a period of three years with each cohort participating in two modules with coaching support and live project work in between. Leaders are working on transforming mindsets and the culture of their business to support innovation; developing a coaching style of leadership to empower high performance teams as well as strengthening their ability to lead through change and uncertainty with agility.

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