# Defining the Stakeholder Interface: UK Higher Education and the Animation / Visual Effects Industry

## Chris Williams[a,b] and Dr Martyn Polkinghorne[b]
[a] Faculty of Media and Communication, [b] Faculty of Management

**BU Bournemouth University**

This research study considers how, in the UK, teaching and learning in higher education can be optimised to supply graduates to the animation and visual effects industry, that are employable and able to forge meaningful careers.

Results of this research indicates the key stakeholders being used for this study, and describes how they each impact upon the success of the UK animation and visual effects industry.

## Interface between HE and Industry



**Graduates**

Those who have gained a qualification in animation and / or visual effects at any level from UK higher education. Graduates are at the end of the formal sector specific educational pipeline.

**Education Providers**

Higher education providers in the UK that can be described as deliverers of animation and / or visual effects courses at any level. These providers enable students to become graduates and enter the workplace.
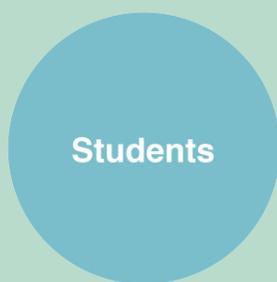
**Students**

This includes existing and potential students within UK animation and / or visual effects higher education courses. Students are at the beginning of the formal, sector specific educational pipeline.
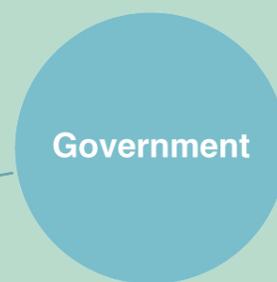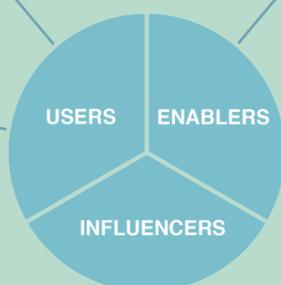
**Government**

Government defines policy that dictates the way in which UK higher education providers are funded and operate. Government also develops sector-based strategy to ensure the UK is "at the forefront of emerging technologies and industries" (HM Government 2018, p2).

**Professional Bodies**

Bodies such as sector skills councils, or their equivalent, provide support and accreditation to higher education providers to ensure quality and to provide access to sector specific bodies of knowledge. This might include national occupational standards as well as facilitating training and employment for the sector.

**Employers**

Employers include companies from the UK and overseas that would typically recruit graduates of UK higher education animation and / or visual effects courses, to take advantage of their sector specific knowledge and skills.

USERS    ENABLERS    INFLUENCERS

## Methodology:

This research poster summarises the results of a mono-method interpretivist qualitative research study based upon a cross-sectional time horizon, using an inductive approach, and with a micro-focus group strategy for data collection.

## References:

HM Government, 2018. *Creative Industries: Sector Deal* [online]. London: HM Government. Available from: https://www.gov.uk/government/publications/creative-industries-sector-deal [Accessed 15 November 2018].

Office for Students, 2018. *Our Strategy* [online]. Bristol: Office for Students. Available from: www.officeforstudents.org.uk/about/our-strategy/ [Accessed 15 November 2018].

Screen Skills, 2018. *Skills Councils* [online]. London: Screen Skills. Available from: https://www.screenskills.com/about-us/skills-councils/ [Accessed 15 November 2018].