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# Advancing Staff Learning at a Post-1992 UK University: A Multi-Framework Strategy

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### **Abstract**

The University of the West of England, Bristol (UWE Bristol), a post-1992 UK institution, is recognised for applied learning and strong industry partnerships. However, it faces challenges in developing an effective staff learning (SL) strategy within an increasingly competitive higher education environment. This study applies the SWOT-TOWS analysis to assess internal and external influences on the School of Engineering's SL provision. The Resource-Based View (RBV) and VRIO framework are used to evaluate UWE's unique capabilities and potential for sustained advantage. Internal strengths include industry collaboration and innovative pedagogy, while weaknesses involve limited resources and uneven staff skills. Externally, digital learning technologies and government funding present opportunities, offset by threats such as rapid technological shifts, regulatory pressures, and competition from nearby institutions like the University of Bristol and University of Bath. PESTEL and Porter's Five Forces frameworks highlight workforce diversity and compliance demands. Strategic recommendations include expanding e-learning, deepening industry alignment, and leveraging UWE's sustainability ethos to stand out. By integrating sector insights with theoretical models, this study offers practical guidance for UWE and other post-1992 institutions to enhance SL strategies, aligning strengths with opportunities while mitigating internal and external risks in a fast-evolving educational landscape.

**Keywords:** Staff Learning, Staff Development, Competitive Advantage, Strategy