



## **Community of Practice Development Form – Linking London CATS Project in Management, February 2013**

### **Achievements to Date**

- The Project Steering Group has now met three times, is well attended by all project partners and is working effectively.
- We have appointed Lyn Brennan, BB Academic Consulting, as our external evaluator and she will attend the next meeting of the Project Steering Group on 28 February, to discuss the evaluation process with partners.
- We held follow up meetings at Birkbeck and Middlesex in December / January to work on Articulation Agreements and this work is now in its final stages. We hope to sign agreements between City & Islington College and Hillcroft to Birkbeck later this month / early March and City & Islington College and Hillcroft to Middlesex in March.
- We now have five partner projects underway, as Middlesex have had their project plan approved. This project will look at building in professional recognition from the Chartered Institute of Builders and the Royal Institute of Chartered Surveyors into programme(s) in Construction Management.
- We have appointed Mick Betts to develop a Staff Handbook on Credit and an outline of the planned content has recently been circulated to the Steering Group for comment.
- We had a second meeting with our peer evaluators, the University of Greenwich on January 14th and plan to meet with them for the final time in May. This process is working well.
- We have developed an MOU with SEEC and they are also attending the next Steering Group to present an overview of their work. They have also agreed, in principle, to endorse the planned Staff Handbook.

### **Problems / Challenges of developing CATS**

We will be in a better position to evaluate this once course programmes are publicised to students for next year's intake. All five projects (see Appendix) will have the potential to report issues, once recruitment is underway. Developing articulation agreements has taken a lot of time, particularly getting the precise detail of sending / receiving courses to incorporate, so as to provide accurate information for students. Although the projects are in the same curriculum area of management, it is the agreement between institutions about articulation which is proving particularly time-consuming, also.

Several partners are keen to explore the integration of professional qualifications within their courses and will require recognition by them for dual accreditation. This will offer the opportunity to explore issues of credit transfer, as this arises.

### **Working across the FE/HE interface**

The project is essentially based on partnership working and has seen new and strengthening relationships built across and between partner FECs, HEIs and professional bodies. As well as project steering group meetings, meetings have occurred at partner institutions and so enabled closer working links to be established. This has also enabled institutions to get a more informed understanding about course offers and institutional policies and priorities. The project steering group is well informed and constructive in its approach and relationships between steering group members are excellent.

With regards to working across the FE / HE interface, the ruling on the top up year may be helpful in future. Provision is by and large complementary but issues of institutional competition for students have featured in at least one instance, thereby preventing work on developing articulation agreements.

The choice of partners has obviously impacted on the project – we did not invite colleges and universities who are already in partnership agreements. Therefore for some, these arrangements in management are ‘new’ relationships.

### **Working with other agencies**

Work with employer links will start now in Phase 2, once we start to prepare marketing material, after the Articulation Agreements have been signed.

As indicated previously, we are developing our relationship with SEEC and the timing of this seems quite propitious. There may be scope to input, for example, to a planned conference on Flexible Learning in July. We are also grateful for the opportunity to use them as a sounding board for the planned publication on Credit.

### **‘Eureka’ moments / Key learning outcomes for the project**

Project partners seem to be becoming more engaged, as work on projects and articulation agreements develops apace. The last few months seem to have been particularly busy across institutions, so we feel encouraged that we have achieved as much as we have, although we are far from complacent! Finding creative ways to channel people’s expertise and enthusiasms appears key.

Something, which on the surface appears very straightforward such as articulation and recognition between level 3 and level 4 is obviously far more complex. The project is not just about description of curriculum coherence, but about relationships, institutional acceptance and, as mentioned, it takes time, particularly between partners who have not worked together before.

Once we have a clear offer, (whether large or small), we can start the preparation of marketing material for employers. It may be we need to concentrate on a particular (London relevant) section of the management area for the project to be successful.

### **Emerging themes?**

I don’t think there is anything new to report here. However, spin offs and developments in other areas can be described as unexpected benefits, once people start networking – so the theme is “unintended consequences” possibly.

Sue Betts & Pam Calabro, Linking London, 13 February 2013

## CATS Projects in Management

<b>Project 1</b>	<p><b>Birkbeck, University of London - Supporting progression through the accreditation of prior certificated and experiential learning</b></p> <p>The project seeks to support the more effective progression of part-time vocational learners through the wider recognition of prior certificated and experiential learning. The project aims to strengthen the recognition of prior certificated and experiential learning where possible, and to explore the academic recognition of professional qualifications such as those offered by CMI.</p> <p>The project will develop materials which are specifically designed to raise potential students' awareness of APL/APEL processes in the Department of Management. In addition a dissemination event will be offered to Information, Advice and Guidance colleagues from partner colleges to help ensure that they are familiar with what is available to students here.</p> <p><b>Contact:</b> Dr Anita Walsh, Assistant Dean, Learning and Teaching, School of Business, Economics and Informatics, <a href="mailto:a.walsh@bbk.ac.uk">a.walsh@bbk.ac.uk</a>, Tel: 020 7631 6731</p>
<b>Project 2</b>	<p><b>City and Islington College - Developing an integrated management curriculum: a collaboration between City and Islington College and the Chartered Management Institute.</b></p> <p>The overarching aim of the project is to work in partnership with the Chartered Management Institute (CMI) in order to acquire Approved Centre status and develop the College's relationship with a nationally recognised professional body that is focused on management and leadership qualifications. Acquiring Approved Centre status would open up a range of opportunities to the College and its students, allowing the College to offer CMI qualifications that are respected nationally and internationally by public, private, education and third sectors. Through offering CMI credit based, portable qualifications, it would enable learners to choose individual units, monitor their own progress and build up their qualification progressively.</p> <p>Linked to this the College is seeking to develop an integrated management curriculum for the Foundation Degree in Public Service Management that embraces the National Occupational Standards for management and Leadership, and is aligned with the Foundation Degree qualification benchmark (2010). The course would be validated by London Metropolitan University and include a mapping of CMI credit points. The College will also explore the possibility of establishing an articulation agreement with Middlesex University, Birkbeck University of London, or another Linking London partner university that will recognise the credit points developed by the College and CMI.</p> <p><b>Contact:</b> Ken Chow, HE Quality Manager, <a href="mailto:Ken.chow@candi.ac.uk">Ken.chow@candi.ac.uk</a>, 020 7700 9287</p>
<b>Project 3</b>	<p><b>City of Westminster College - Developing a flexible credit-based curriculum in the area of business, management and administration</b></p>

	<p><b>provision</b></p> <p>City of Westminster College's project proposal is aimed at developing a flexible credit-based curriculum in the area of business, management and administration provision at Level 3 and Level 4 and to support the progression of students from level 3 programmes in business to a range of higher education and training opportunities.</p> <p>The lack of flexibility towards completing and transferring credits through the <i>traditional</i> interface between School/FE/Access/Level 3 and FE/HE/Level 4 can not only deter applicants from undertaking programmes of study at a higher level, but will also result in students at Level 4 often repeating some of the content which they have already covered at Level 3.</p> <p>Developing new and imaginative strategies for <i>transitioning</i> learners from Level 3 to Level 4 higher is clearly a very relevant and contemporary issue. The ability of a provider to offer a flexible and accessible answer to this problem may also become a significant factor in determining which institution an applicant chooses to study at in the future.</p> <p>The CWC project aims to:</p> <ol style="list-style-type: none"> <li>1. Develop a model of delivery, assessment, verification, accreditation and transfer of credit for the Level 3 Extended Diploma, Access to HE in Business and A2 Business programmes at CWC, including appropriate support, advice and guidance for Level 3 student preparing for Level 4;</li> <li>2. To develop teaching and learning resources for Level 3 teachers and learners to prepare them for higher education and training at Level 4.</li> </ol> <p><b>Contact:</b> Louise Reynolds, Head of School Business,(Project Manager), Paul Phillips, Course Leader HND Business (Project Lead)  <a href="mailto:Louise.reynolds@cw.ac.uk">Louise.reynolds@cw.ac.uk</a> ; <a href="mailto:paul.phillips@cw.ac.uk">paul.phillips@cw.ac.uk</a></p>
<p><b>Project 4</b></p>	<p><b>Middlesex University - Integrating professional recognition into the development of higher education qualifications</b></p> <p>This project will aim to:</p> <ol style="list-style-type: none"> <li>1. Develop a model for the development of work-based higher education programmes that build on and fully integrate professional recognition/access to professional body membership.</li> <li>2. Document the approaches and processes that emerge from and are applied in the practice of developing programme(s) in Construction Management that build in professional recognition from the Chartered Institute of Builders and the Royal Institute of Chartered Surveyors.</li> <li>3. Demonstrate innovative approaches to higher education curriculum development driven by the aim to enable individuals to become</li> </ol>

	<p>professionally competent<sup>1</sup></p> <ol style="list-style-type: none"> <li>4. Identify specific curriculum development opportunities/requirements related to Higher and Professional Apprenticeships</li> <li>5. Provide a model that can be applied to a range of other professional/industry sectors</li> </ol> <p><b>Contact:</b> Darryll Bravenboer, Head of Academic Development, <a href="mailto:d.bravenboer@mdx.ac.uk">d.bravenboer@mdx.ac.uk</a>, +44(0)20 8411 5479</p>
<p><b>Project 5</b></p>	<p><b>Westminster Kingsway College – Integrating professional qualifications into HE programmes</b></p> <p>Westminster Kingsway College (WKC) is a general FEC with centres in Westminster and Camden. WKC has a particular reputation for Hospitality and Culinary Arts at its Victoria centre which is also where the majority of the college’s HE provision is offered. This includes FdAs in Hospitality Management, Tourism Management, Business, Culinary Arts and Accounting. BA (Hons) top-up programme are offered in Hospitality Management, Tourism Management, and Culinary Arts Management.</p> <p>These programmes are delivered by the department of HE, Business &amp; ICT which also offers professional and adult programmes. In order to enhance the work-related and professional aspects of its HE provision the centre is keen to explore the possibilities of mapping and accrediting existing professional qualifications to elements of the programmes. This may entail the accreditation of appropriate qualifications to single (or part of single) programme modules or the converse ie the contribution of module aims and outcomes to the partial accreditation of appropriate professional qualifications</p> <p>A significant element of the college’s HE provision relates to Management aspects of the particular industrial or vocational area to which the programmes are oriented. Thus the possibility of accreditation with professional qualifications is a valuable enhancement to explore.</p> <p>The main bodies which offer the awards of Management &amp; Leadership qualifications include, amongst others, the ILM, CMI, IAM and CIPD. The project would entail discussion with these bodies as to the viability and requirements of accreditation to the college current HE modules.</p> <p>This project is particularly timely. The college is about to revalidate a number of its HE programmes and this process will include a review of current programme structure and content with some accompanying redesign and redevelopment.</p> <p><b>Contact:</b> Howard White, Head of HE, Business &amp; ICT, <a href="mailto:howard.white@westking.ac.uk">howard.white@westking.ac.uk</a>, 020 7802 8921</p>

<sup>1</sup> The Engineering Council defines professional competency as integrating knowledge, understanding, skills and values.