**Academic Domain Case Study Template**

**Title**

**The title should not end with a full stop but may end with a question mark. Do not use italic text. If there is a subtitle, it should be preceded with a colon [:]. Use capitals only for the first word and for proper nouns.**

**Example:** Covid-19: mitigating impacts on the local economy

**Example:** Enhancing student experience by developing new virtual tools for peer support

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| Curriculum Design to Improve Graduate Employment  |

**Impact Summary**

**A summary account of the impact generated by the activity and how the impact was achieved. No complicated text formatting is possible. Word limit: 200**

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| In response to increasing global recognition of the significant contribution of Project Management (PM) to worldwide economic development, the curriculum changes I instigated and led changed the curriculum for many degrees offered by Kingston University. Kingston now offers undergraduate and postgraduate degrees with embedded PM modules and training at FBSS, GISMA, Mumbai and the Computing and Engineering Schools with a total of 938 postgraduate and 312 undergraduates currently enrolled in training for 2020/1 modules and courses.My recognition of the changing job market influenced changes in our collaboration and engagement with employers that impacted on the curriculum content to include skills and knowledge relevant to today’s business need that later included embedding professional qualifications in the curriculum.The consistent rise in Kingston University ratings to reach the top 40 Universities in the UK is matched by the increasing student recruitment to my modules and courses and improvement in employment of Business School graduates. My courses attract a high number of BAME students for whom national graduate employment rates to high skilled jobs is lower compared to other ethnic groups. A positive Impact of this approach is the high employment figures for our graduates that goes against the national trend. |

**Authors/Creators**

List the key authors (contributors) to the case study. For each person, select the domain in which the case study is located (by checking the appropriate box or boxes); also, select the role that best describes each person's role in contributing to the case study. For each person, select the domain(s) in which the item is located (by checking the appropriate box(es); also, select the role as appropriate.

(T; Teaching, R: Research, B: Business & International, P: Professional Practice, L: Leadership & Management)

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|  |  |  | **Domain(s)** |
| **Name and email address**  | **Email address** | **Role e.g. Author** | **T** | **R** | **B** | **P** | **L** |
| *Kate Davis* | *Kate.davis@kingston.ac.uk* | *Author* | *X* | *X* |  | *X* |  |
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**Partners**

**Organizations that were involved in the development and/or achievements of the case study.**

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| 1. | ILX – PRINCE2 training organisation |
| 2. | Mumbai College |
| 3. | Kingston College |
| 4. | Richmond College |
| 5. | South Thames College |
| 6. | Examples of BH5004 CIP sourced clients: 4Delta, A A K S Handcrafted, ACCA Global, Accenture, Affinity Holidays, Ashley Nicholls, AYSWAP, BizGive, Brymec, Capita, Cath Collins, Core Digital Consulting, Culture Vulture, Curado, Dialogues, DWA, E3 Consulting, Farmfit, First response, GSK, Hobbledown Adventure Park, JDH Music Ltd, Joe Brooks, John Cooper Architecture JCA, Kingston Business School, KnowThyBrand, MAESTRI della PASTA, Mr Truffle, NAPAC, Neoslip, PJ Downs & Associates Ltd, Pottery Bar, Retro Vintage, SSRO, Strategic Discourse, The Ardonagh Group, The Art of Cinema, The Unified Wolves, The Velvet Principle, The Westminster Society For People With Learning Disabilities, Victoria Walsh Coaching, VWC Coaching, Westminster Society for People with Learning Disabilities, Winch Design, Woodmansterne Primary School. |

**Faculty, school or research**

**The Faculties, Schools or Research Centres with which this item should be associated**

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| *Kingston Business School, Department of Management, Project Management Research Group* |

**Dates**

**For Domain Case Studies, enter today’s date.**

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| 2nd December 2020 |

**Key Achievements**

**Single-sentence summaries of the benefits produced by the work that is described in the case study. Enter up to 6 key achievements.**

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| 1. | Project management is an integral part of the curriculum in courses across the Business, Computing and Engineering Schools and Faculties. |
| 2. | A lively and active employer forum that I initiated and lead, ensures the curriculum remains relevant to business, gives a rich source of guest lecturers, who inspire students and enable a huge range of work experience and research opportunities for Kingston University students and staff. The employer forum I set up (comprising of organisations of differing size that I have sourced from my contacts) is well supported and provides lecturers from industry. Employers come together to share ideas, network, meet students and discuss project ideas. In 2018/19 40 projects for work experience and to multiple staff and modules across the undergraduate and postgraduate spectrum. Examples of BH5004 CIP sourced clients: 4Delta, A A K S Handcrafted, ACCA Global, Accenture, Affinity Holidays, Ashley Nicholls, AYSWAP, BizGive, Brymec, Capita, Cath Collins, Core Digital Consulting, Culture Vulture, Curado, Dialogues, DWA, E3 Consulting, Farmfit, First response, GSK, Hobbledown Adventure Park, JDH Music Ltd, Joe Brooks, John Cooper Architecture JCA, Kingston Business School, KnowThyBrand, MAESTRI della PASTA, Mr Truffle, NAPAC, Neoslip, PJ Downs & Associates Ltd, Pottery Bar, Retro Vintage, SSRO, Strategic Discourse, The Ardonagh Group, The Art of Cinema, The Unified Wolves, The Velvet Principle, The Westminster Society For People With Learning Disabilities, Victoria Walsh Coaching, VWC Coaching, Westminster Society for People with Learning Disabilities, Winch Design, Woodmansterne Primary School. |
| 3. | Nationally recognised, professional qualifications (e.g. PRINCE2, Agile) are embedded into the curriculum with no additional cost to students due to financial support from the Business School.  |
| 4. | The same modules are delivered by partner organisations with similar results. |
| 5. | Quality standards have been consistent regardless of the organisation that delivers the modules through computer assessment, reducing subjectivity and a delivering an excellent standard that is recognised by external examiners and employers. |
| 6. | The reputation of project management at Kingston University is endorsed by employers and external examiners reports. |

**Key Aims**

**Describe the purpose of the work and its intended significance. Word limit: 200**

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| The key aims of this work were to:* Include project management in postgraduate and undergraduate courses
* Create an employment focussed curriculum to fulfil the needs of the changing job market
* Give Kingston University the opportunity to contribute to developing academic leadership in project management
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**Approach**

**Describe the methods or modes of working that you adopted in order to address the aims of the case study. Word limit: 200**

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| I established and lead a lively and active employer forum that ensures the curriculum remains relevant to business, gives a rich source of guest lecturers who inspire students and enables a huge range of work experience and research opportunities for Kingston University students and staff. I wrote and validated many modules including the first Project Management module for MBA BBM525 and designed courses that were requested by colleagues.I worked with the careers unit in the University to provide work experience opportunities for students, whether off campus or within the University, that reflects projects and situations that would be met in their working life, allowing students to build a portfolio of transferable and specialist skills.I negotiated with external and internal sources of finance to be able to offer our students national professional qualifications as part of their degree.I devised an assessment strategy that was simple to implement, allowed consistency across organisations that delivered project management modules.I mentored employer lecturers to understand the academic aims of the modules.I supported staff from partner organisations to deliver the curriculum. |

**Key Outcomes**

**Describe the main outcomes that arose from the case study. Explain what has changed as a result of the work; Identify the benefits and the beneficiaries. Word limit: 300**

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| Nationally recognised, professional qualifications (PRINCE2) are embedded in the curriculum with financial support from the Business School with no additional cost to students. The initial offer has been extended to include PRINCE2 Practitioner, AgilePM and Scrum. The impact of this initiative is demonstrated by data from 2015 – 2019: an overall MEQ score on BH5004 CIP of 4.59 and an average student attainment mark 71%. From 2019 to present, there are 34 modules with PRINCE2, Agile and Scrum embedded across modules used by different Faculties including the Business, Engineering and Computing Schools. In 2019/2020 2,791 students and a further 78 undergraduates and 152 postgraduates elected to take these qualifications.The employer forum is well supported and provides lecturers from industry in 2018/19 40 projects for work experience and to multiple staff and modules across the undergraduate and postgraduate spectrum. Students and notably BAME students are finding employment aligned to their graduate qualifications.Partner colleges view their collaboration with Kingston University positively and record excellent results partly due to my mentorship and assessment strategy.Degrees with project management and specialist project management degrees from Kingston University recruit strongly (e.g. MIBM – 300 students) and staff enjoy national recognition for their expertise (e.g. Strategy into Practice series, Leading to Grow Programme).Further, I have brought into the University four new members of staff with project management skills.  |

**Key Outputs in repository**

**Please provide details of any other related records already available in the repository.**

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| **Full name of output held in repository (copied from repository page)** |
| *Full name of output held in repository* |
| Davis, K., Pinto, J., DiMaddaloni, F. (2021) Routledge Handbook of Planning and Management of Global Strategic Infrastructure Projects – Chapter 2: Significance: The need for better benefits realisation in megaprojects. Taylor and Francis. ISBN 9780367477486. https://www.routledge.com/Routledge-Handbook-of-Planning-and-Management-of-Global-Strategic-Infrastructure/Ochieng-Zuofa-Badi/p/book/9780367477486 |
| Davis, K., Di Maddaloni, F., Pinto, J., Cheong, B. C. (2020) Drawing new cards or standing pat: Antecedents, dynamics, and consequences of project manager replacement. *Accepted to* *EURAM conference, 4-6 December 2020.*  |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2018) [Reconciling views of project success : a multiple stakeholder model.](http://eprints.kingston.ac.uk/id/eprint/39797/) Project Management Journal, 49(5), pp. 38-47. ISSN (print) 8756-9728 |
| [Di Maddaloni, Francesco](https://eprints.kingston.ac.uk/view/creators/21201.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2018) [Project manager's perception of the local communities' stakeholder in megaprojects : an empirical investigation in the UK.](http://eprints.kingston.ac.uk/id/eprint/40105/) International Journal of Project Management, 36(3), pp. 542-565. ISSN (print) 0263-7863 |
| [Di Maddaloni, Francesco](https://eprints.kingston.ac.uk/view/creators/21201.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2017) [The influence of local community stakeholders in megaprojects : rethinking their inclusiveness to improve project performance.](http://eprints.kingston.ac.uk/id/eprint/39197/) International Journal of Project Management, 35(8), pp. 1537-1556. ISSN (print) 0263-7863 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2017) [An empirical investigation into different stakeholder groups perception of project success.](http://eprints.kingston.ac.uk/id/eprint/37616/) International Journal of Project Management, 35(4), pp. 604-617. ISSN (print) 0263-7863 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2016) [A method to measure success dimensions relating to individual stakeholder groups.](http://eprints.kingston.ac.uk/id/eprint/33787/) International Journal of Project Management, 34(3), pp. 480-493. ISSN (print) 0263-7863 |
| [Davis, Katherine](https://eprints.kingston.ac.uk/view/creators/2782.html) (2016) [Reconciling views of project success : a multiple stakeholder model.](http://eprints.kingston.ac.uk/id/eprint/35755/) (PhD thesis), Kingston University. |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2014) [Different stakeholder groups and their perceptions of project success.](http://eprints.kingston.ac.uk/id/eprint/25962/) International Journal of Project Management, 32(2), pp. 189-201. ISSN (print) 0263-7863 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2014) [Project management.](http://eprints.kingston.ac.uk/id/eprint/33506/) 2nd ed. Harlow, U.K. : Pearson Education Limited. 631p. ISBN 9781783992843 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2011) [Project management.](http://eprints.kingston.ac.uk/id/eprint/33508/) Harlow, U.K. : Pearson Education Limited. ISBN 9781849599764 |

**Other Key Outputs**

**If there are outputs relevant to the case study that are not currently held on the repository, but which may be accessible elsewhere, then please add links to them here (e.g. a project website).**

**URL Types: Artist, author, collaborator, Conference, Demonstration, Exhibition, Funder, IP, Organisation (beneficiary), Organisation (impact enabler), Organisation (policy), Performance, Project site, Publisher, PubMed, Research Dataset, Venue.**

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| **URL** | **URL Type**  |
| *URL* |  |
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**Key Data**

**List any metrics or quantifiable evidence that is associated with the case study, for example: percentage change in income; increase in audience size; number of journal articles arising from the project; increase in stakeholder satisfaction ratings; financial savings achieved.**

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| **No.** | **Key Data Title** | **Key Data Value** |
| **1** | Increase in audience size | Kingston University now offers undergraduate and postgraduate degrees with embedded PM modules and training. In 2018/19, there were 399 users enrolled in professional qualification training, this increased to 677 in 2019/20 and up to December 2020, there are currently 1,250 users enrolled in training. This number is set to increase for modules running in teaching block two and three. The modules started in modules only at FBSS, but in 2020/21, the professional qualifications are now embedded at FBSS, GISMA, Mumbai and the Computing and Engineering Schools with a total of 938 postgraduate and 312 undergraduates currently enrolled in training for 2020/1 modules and courses. |
| **2** | Number of journal articles arising from this project | Since the project management research groups inception, we have produced in excess of 43 outputs including journal articles, books and conference papers. |
| **3** | Increase in stakeholder satisfaction ratings | The impact of this initiative is demonstrated by data from 2015 – 2019: an overall MEQ score on BH5004 CIP of 4.59 and an average student attainment mark of 71%.External Examiner’s Summary Report available for 2019/20. |
| **4** | Increase in student attainment | Before the PRINCE2 portal was introduced from 2008 to 2010 between 12-25% of students achieved an A grade on BB2116. With the PRINCE2 portal introduced, the most up to date result show in 2019/20 that 42% of students achieved an A grade on BO5501.  |
| **5** | Financial savings achieved | 2011- 2019 Secured original and repeat funding to set up and run a scheme for student and staff development in project management qualifications such as; PRINCE2, ITIL, AGILE, PMBoK, driving down the costs of an Enterprise license from £38K for 1500 licenses to £24K for unlimited licenses to be used across the University. |

**Funders**

**Identify any organization(s) that provided resources to support the activity described in the case study. Where available, include the funder's reference identifier for the project, and a link to the funder's website.**

**Funder Types: Cash, Data, Development, Equipment, Facilities, Staff**

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| **No.** | **Funder Name** | **Funder ID** | **Funder Type**  |
| 1 | 2019 Awarding Body: Kingston University. Title of Project: Textual Analysis in Accounting, Finance and Management. Value of Application: £600 (successful – awarded £600). | *Completed on entry to system* |  |
| 2 | 2019 Awarding Body: Kingston University. Title of Project: Drawing new cards or standing pat: Antecedents, dynamics, and consequences of project manager replacement. Value of Application: £3,000 (successful – awarded £3,000). |  |  |
|  | 2011- 2019 Secured original and repeat funding to set up and run a scheme for staff development in project management qualifications such as; PRINCE2, ITIL, AGILE, PMBoK, driving down the costs of an Enterprise license from £38K for 1500 licenses to £24K for unlimited licenses to be used across the University. |  |  |

**Additional information**

**Any other information related to the case study which is not covered by the other fields. This information will appear on the public summary page for this item. Word limit: 200 words.**

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**Key words**

**Enter key words/short phrases that characterise key features of the case study. Use widely-recognised terms as far as possible. Separate the keywords by means of a semi-colon [;]. Example: Alcohol; Problem drinking; Drug abuse; Pavlovian conditioning; Cue exposure therapy;**

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| *Project management; stakeholders; curriculum design; employability* |

**Research Areas**

**Please select the appropriate option(s) from the "Domains Case Studies" list below**

**Domains Case Studies: Business, Career Development, Civic Engagement, Conference, Doctoral Training, Impact, Income Generation, International Development, International Partnerships, Knowledge Exchange, Knowledge Transfer, Mentoring, Pedagogy, Peer Review, Practice Research, Professional Practice, Research, Research Methods, Staff Development, Teaching & Learning, Training.**

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| *Career Development; Pedagogy; Professional Practice; Staff Development, Teaching & Learning, Training* |

**Public Gallery**

**Images of project, films, sound files and interviews, data, graphs and tables. This may include links to media and press and social media where relevant (Some may be in ‘Other key outputs’ above, some here). Embed links in the document where this is possible and attach relevant appendices of succinct evidence not included elsewhere in the case.**

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| *Links:* |

**List of appendices (attachments):**