**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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| Enhancing academic relationships with partner colleges: assuring quality standards across national and international module delivery |

**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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| Poor communication between the University and partner colleges was shown to be a significant factor in poor student achievement.  Training and mentoring staff from partner colleges to assure shared understanding of learning outcomes and quality processes has changed a ‘failing’ module (BB1754) to a very successful module with 98% achievement within two years (BB1754 in 2009, 18.7% achieved an A grade, in 2010, 69.5% achieved an A grade).  The methodology can be applied to different modules as similar success has been recorded for BB2116 and BH5004. On BB2116 in 2009 96% of students passed the module. BH5004 Consultancy in Practice - overall MEQ module score 4.59.  Flexibility within the curriculum gives lecturers the option to use different sources for examples to tailor their delivery to their own students resulting in an increase engagement and retention of students particularly in partner colleges.  Publication of a dedicated textbook with all resources and teaching activities gives students a clear direction, managed their expectations and allowed them to become more independent learners.  The University has enjoyed a strong, academic relationship with Mumbai College helping to underline University commitment to increase BAME participation in their high-quality undergraduate modules. |

**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*](mailto:Kate.davis@kingston.ac.uk) | *Author* | *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. | Mumbai College |
| 2. | Kingston College |
| 3. | Richmond College |
| 4. | South Thames College |

**Faculty, school or research**

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

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| *Faculty of Business and Social Sciences, 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. | Changed the approach used to deliver University modules at partner colleges from ‘remote’ to ‘supportive’ |
| 2. | Standardised teaching, learning and assessment through establishing communication channels training and mentorship for lecturers in four partner colleges |
| 3. | Increased engagement for a diverse body of students through collated dedicated resources in an online publication that reduced anxiety and furthered enjoyment as opposed to boredom |
| 4. | Significant improvement of student achievement and retention for all partner colleges and the University that has been sustained over a period of years |
| 5. | Assured assessment consistency between colleges that met University quality standards |
| 6. | Maintained relationship with Mumbai college for over 5 years |

**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:   * Create a professional academic relationship between module leaders from four partner colleges and the University * Motivate staff to deliver modules they had not designed * Improve student retention and achievement * Drive the quality standards to meet those required by Kingston University |

**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 ensured excellent communication channels were made with partner colleges teaching teams to address the ‘failing module’. Used face to face and online regular meetings with staff from individual colleges and joint meetings to share difficulties and success.  Delivered the same training to all staff teaching the module for a consistent approach using online meetings, message boards, chat functions to quickly respond to queries.  Reviewed curriculum content after collaboration with partner college staff to ensure its relevance for all students that also inspired and motivated lecturers.  Collate and publish relevant source materials in a module specific textbook which was online and free for students.    Use an open and transparent assessment strategy that relied on computer marking, but was tested by assessors to gain their confidence in the assessment method to effectively demonstrate that students had achieved the learning outcomes. |

**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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| Established a quality process that produced comparable assessment decisions between partner colleges and the University and hence consistent outcomes. The approach and process can be applied to any module.  Staff who deliver and assess the modules feel valued and consequently actively participate in constructive feedback that drives up quality standards and strengthens the relationship between partner colleges and the University.  Clear changes in the confidence and motivation of teaching staff especially with their own ability to deliver the module effectively for their own student group. Their success can be measured in terms of recruitment to an option module which improved from, for example, on BB2116, 15 students to 625 in two years.  Students from partner colleges were confident that the modules they had passed were of national University standard and acceptable to different institutions where they might want to continue their education.  Research into the source materials for a module and producing a free online focussed and relevant collated text helps both staff to deliver the module and promotes student learning.  A resource of 600 multiple choice questions was created that could randomly generate an examination which was consistent, without bias and effectively tested the learning outcomes of students on multiple occasions.  I have changed the approach used to deliver University modules at partner colleges demonstrating that staff training and regular constructive communication are key to successful delivery.  I have changed the learning strategy for students from one that was expensive and demanding in terms of time to one that motivates, reduces anxiety and furthers enjoyment as opposed to boredom. This has resulted in consistent and higher achievement of module success. |

**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) [Compiler] (2011) [Project management.](http://eprints.kingston.ac.uk/id/eprint/33508/) Harlow, U.K. : Pearson Education Limited. ISBN 9781849599764 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2010) [Business information systems.](http://eprints.kingston.ac.uk/id/eprint/6513/) 3rd ed. Harlow : Pearson Education Limited. ISBN 9781849591461 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [Business Information Management.](http://eprints.kingston.ac.uk/id/eprint/4110/) Ventus Publishing ApS. 83p. ISBN 9788776814137 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [Business Information Management: Exercise Book.](http://eprints.kingston.ac.uk/id/eprint/4111/) Ventus Publishing ApS. 39p. ISBN 9788776814144 |

**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* |  |
| Davis, K., Pinto, J., Di Maddaloni, F. (2021) Planning and management of strategic major infrastructure projects. Routledge – Chapter 2: Assessing the value and benefits of major infrastructure projects. Taylor and Francis. Chapter Accepted May 2020 for publication January 2021. |  |
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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 | Popularity of modules and adoption in network colleges. |
| **2** | Number of book publications arising from this project | Custom textbooks created for students. |
| **3** | Increase in stakeholder satisfaction ratings | The impact is measured through improved module achievement (On BB1754 in 2009, 18.7% achieved an A grade, in 2010, 69.5% achieved an A grade) student MEQ results (e.g. 2019/2020 – BH5004 Consultancy in Practice - overall module score 4.59. The overall Faculty score is 4.02, Department is 4.03 and University is 3.98) and staff feedback survey, increased retention for all students, but specifically from partner institutions. |
| **4** | BAME pass rate surpassing University standard | This was demonstrated when I took over as a course director in 2015 for the BSc first degree of Business Information Technology and 91.7% of the BME students (75% of the cohort were BAME) gained a good degree against an expectation of 75.5%, giving a Value Added score of 1.24. |
| **5** | High student achievement | I have repeated the process with BB2116 Project management module and changed or achieved outstanding results data. On BB2116 in 2009 96% of students passed the module. |

**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 |  | *Completed on entry to system* |  |
| 2 |  |  |  |

**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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| *Collaborative partnerships; quality standards; communication strategy; curriculum design; assessment; training; student achievement* |

**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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| *Teaching and Learning; International partnerships; 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):**