**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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| Innovation in Modules to Increase Business and Community Engagement |

**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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| Engagement with business employers in our community led to their involvement in the design of our modules and subsequent impact on student employability evidenced by graduate employment figures.  The specific knowledge and skills gained from these modules have helped our students to overcome other barriers that they might have, e.g. being a member of the BAME group or lack of work-related experience.  Co-designing modules with employers has enhanced understanding of their needs and values that has influenced the design of all modules in business degrees.  Ensuring that feedback processes were in place for students and employers led to continual refinement and improvement. Inclusion of professional qualifications within the module was made possible through my community connections.  Development of work experience modules to include options without the need to attend an external workplace has been invaluable during COVID-19. A comparison of graduate employment between traditional work placement experience and completing work-based projects internally showed no significant difference to future employment.  Dissemination of this approach through presentations to colleagues and my ability to connect them with appropriate employers has acknowledged my sustained leadership in module design. I am an Honorary Professor for a private university specialising in this field. |

**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* |  | *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. | Corporate employer / SME/ Global companies. 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 |
| 2. |  |
| 3. |  |

**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. | Engagement of the local and global business communities |
| 2. | Enhanced the skills and knowledge base of current and future workforces |
| 3. | Multiple options given to students to acquire work-based skills |
| 4. | Sustained improvement in student employability, the majority are from BAME groups |
| 5. | A flexible approach to module design has enabled rapid adaptation to online delivery |
| 6. | The employer forum I set up (comprising of organisations of differing size that I have sourced from my contacts) is well supported and provides guest lecturers, case studies and real life projects from industry to multiple modules |

**Key Aims**

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

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| The purpose of this work was to design modules that were relevant to the modern business community which would significantly influence student employability in an increasingly competitive job market. This fitted with the general strategic direction of Kingston University to become a significant contributor to the local community.  Creating modules that were relevant to student aspiration encouraged recruitment, retention and achievement, developed their confidence and ultimately would lead to a more efficient, knowledge-based workforce.  An open approach to achieving module outcomes has enabled their use in global business communities. |

**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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| My approach was to inspire employers to contribute to the academic goals of their future workforce. Through the forum, which I set up, it became clear that there was a general dissatisfaction with the skills and knowledge base of the modern graduate which entailed long training programmes and were expensive. My enthusiasm to change and incorporate their ideas into modules led to codesigning and creating modules. Offering them an opportunity to contribute to the delivery and assessment of modules through supportive mentorship was a positive step and led to our mutual professional development. By listening to their views and acknowledging their skills to provide meaningful work placements and projects I have led the development of strong business links in the local and wider business community to deliver socially inclusive projects. |

**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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| The main outcome was the production of the BH5004 Consultancy in Practice module that had specific employer involvement and are a major part of five degrees:   * Accounting & Finance with Business Experience BSc (Hons) * Business Management with Business Experience BSc (Hons) * International Business with Business Experience BSc (Hons) * Marketing & Advertising with Business Experience BSc (Hons) * Real Estate Management with Business Experience BSc (Hons)   Achievement of these modules gave our students a competitive edge when applying for jobs since they could show that they had applied academic knowledge in real work situations.  Close involvement with business communities meant that academic knowledge could be illustrated by ‘real’ examples and extended their relevance to commercial organisations who were keen to develop their workforce. An example being an agreement with the Saudi Arabian Government to develop monthly executive education short courses in project and change management that is expected to bring an income of c. £90k per annum for the University.  Student and employer satisfaction surveys were excellent.  A successful model for creating modules and the associated teaching, learning and assessment by business professionals was created.  First example of work placement module run remotely with 15 external clients (BH5004, 2019). My expertise in this field was recognised by a private university for whom I am now an Honorary Professor. This led to my development of a course that engaged international companies operating in global environments. The goal was to create a better skilled and knowledge-based workforce that could operate more effectively in a multicultural society. The modules were designed to their brief, delivered externally and were so successful that the contract was extended. |

**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, 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 |

**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 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. |
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**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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| *Employer engagement; community engagement; creating modules; employability skills; graduate employability; embedding employability in the curriculum* |

**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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| *Business; mentoring; career development; international partnerships; teaching and learning* |

**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:*  [*https://www.linkedin.com/in/kateldavis/*](https://www.linkedin.com/in/kateldavis/) |

**List of appendices (attachments):**