

Development for change

The use of targeted funding to promote innovation in the provision of higher education

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Mission Statement

MOVE's overarching purpose is to bring about a step change in progression opportunities for vocational learners across the East of England region and to improve opportunities into and through Higher Education at both undergraduate and postgraduate levels.

Foreword

Lifelong Learning Networks are concerned with bringing about change in the practices and the provision of higher education to address the issue of low progression through vocational, applied and work-based routes. MOVE Lifelong Learning Network has sought to create a step change in lifelong learning and maximise the vocational progression opportunities for individuals within the MOVE learner constituency in the East of England. This includes:

- those with vocational or applied qualifications at level three
- those qualifying through work-based learning routes
- return to study learners seeking entry into vocational programmes either directly or through Access to Higher Education provision

This document describes how MOVE has strategically employed the use of development funding to generate a critical mass of curriculum and other development activity within the region to bring about the step change in provision that is required to meet the needs of these learners. The aim is to demonstrate how targeted funding can stimulate significant innovation in the way in which higher education is delivered, in the type and range of provision that is available and in the practices employed to promote and support progression to higher education. In addition, the document describes how such changes in provision can contribute to a more employer led approach to curriculum development. The text also includes a range of project case study examples to illustrate the qualitative impact of the development activity supported by MOVE.

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Introduction and policy context

The Joint Letter from HEFCE and the LSC (HEFCE 12/2004) describing the conception of Lifelong Learning Networks (LLNs) explains that LLNs need to identify gaps in further and higher education provision that inhibit progression choices for vocational learners. The Joint Letter also makes it clear that this may require new provision to be developed either as 'bridging programmes' to facilitate progression between existing programmes or as new programmes "that constitute progression opportunities in their own right". In addition, the letter also describes the expectation that LLNs will work with employers and sector skills councils to:

...explore the range of education and training opportunities across the whole area or region covered by the network, by linking explicitly with the Regional Skills Strategy. (HEFCE: 12/2004)

As such, at least by implication, this constitutes a policy steer to promote the development of new provision that is responsive to the needs of employers and regional skills priorities.

The HEFCE LLN Update documents of January and Spring 2005 also make it clear that 'curriculum innovation and development' are considered to be "essential in any network" and that "Network partners may need to review and change the higher education offer to facilitate progression". For example, in answering the question "what is a Lifelong learning Network?" the HEFCE LLN Update of Spring 2005 states that:

The LLN will...Identify what further curriculum innovation and development, and changes in learning and teaching styles, are required to facilitate progression. (HEFCE: Spring 2005)

This is a clear indication that existing provision may not be sufficient to meet the needs of learners progressing through vocational and work-based routes. Curriculum innovation would be required to bring about the step change in progression opportunities at the heart of the LLN mission. Further to this, HEFCE LLN Update documents of February 2007 and August 2008 emphasise the role that curriculum development has in facilitating employer engagement.

"Real and significant improvements in progression are unlikely to be achieved simply by refining existing practice. Curriculum development is a requirement that encompasses the content of learning as well as its delivery and the relationship between different learning experiences (curriculum alignment, bridging, progression). Curriculum development for vocational learners must engage employers. That is why LLNs will be key to developing higher level skills provision and delivering on the targets in the Leitch Review." (HEFCE: August 2008)

Overall this demonstrates a strong policy context for LLNs to operate to promote curricular and practice based innovation to address the barriers inhibiting vocational progression to higher education as well

as a strong steer towards promoting developments that are responsive to the needs of employers. In addition, LLNs are themselves development projects, funded from the HEFCE Strategic Development Fund, tasked with bringing about a step change in vocational progression within a limited timeframe. LLNs, although varied in constituency, are also not delivery agents themselves but are rather facilitating or 'brokering' organisations. In this context, LLNs, as stakeholder networks, are reliant upon their partner constituencies to engage with specific kinds of innovative development activity to meet the higher level skills challenge set out by the Leitch Review.

As one of only two regional LLNs, MOVE was, from the first, conceived of as an LLN that integrated regional skills needs through the involvement of the East of England Development Agency (EEDA) as a full partner. This meant that MOVE was constructed as an LLN that operated in employment sectors identified by EEDA as priorities for economic development. As such, MOVE is funded by HEFCE to work in the following employment sectors:

- Creative and Cultural Industries
- Health and Social Care
- Sustainable Built Environment¹
- Land-based Industries¹

In addition, MOVE's proactive engagement with a wide range of sector skills councils (SSCs) brought the views of employers about existing publicly funded educational provision into strategic discussions concerning curriculum development at an early stage. One way this was achieved was by raising higher and further education providers awareness, at faculty and department level, of SSCs Sector Skills Agreements and regional collaborative action plans. These consistently identified a lack of flexibility within the delivery options of existing provision as well as some instances of a lack of relevance to current practice within industry sectors. For example, the Skillset Sector Skills Agreement states that:

Very few courses deliver the right mix of vocational skills to equip students to enter the industry...[and] 44% of participants stated that colleges and universities would never tailor their provision, compared to 28% who said this about private training providers. (Skillset: 2005)

The Skills for Health Sector Skills Agreement describes:

Continuing barriers to skills development resulting from...[a] lack of suitable accessible or flexible provision. (Skills for Health: 2006)

The Construction Skills Sector Skills Agreement states that:

There is concern from professional services firms that there are insufficient graduates coming into the construction marketplace with the right mix of knowledge, skills and understanding. (Construction Skills: 2005)

One of the ways in which MOVE engaged with its partners was to constitute a number of sector based 'Progression Magnets', or sub-regional networks, that included Faculty and Department managers from further and higher education institutions as well as employers, SSC and sector representative organisations. The collaborative engagement that these network meetings facilitated provided a fruitful means of stimulating new thinking about curricular and other innovation in the context of the intelligence provided by Sector Skills Agreements and other strategic documents.

MOVE also engaged in an early review of the existing further and higher education provision within the region. This enabled MOVE to identify gaps in provision that could be operating as barriers to progression for vocational learners in specific employment sectors. Reports presented to Progression Magnet meetings included the identification of non-aligned provision, ie where an opportunity existed to develop better alignment between programmes as well as progression gaps. For example, where further education programmes had no higher-level progression available, or where higher-level programmes had no feeder provision within the sub-region or region. However, whilst this engagement raised awareness and stimulated strategic level thinking it also identified a range of issues that constituted barriers to the development of provision meeting the needs of vocational learners. These can be summarised as follows:

1. There was insufficient curriculum 'fit' between existing vocational further education (FE) programmes and existing higher education (HE) provision in the region and some HE courses did not relate sufficiently to the subjects and learning provided by FE provision.
2. From the perspective of employers, existing HE and FE vocational provision was not sufficiently flexible to meet the needs of those wishing to progress through work-based learning routes and did not meet workforce development needs.
3. Much of the existing provision had been developed by educational institutions with a 'supply led' approach driven by institutional recruitment targets rather than considerations of employer demand. In this context, 'demand' had been determined primarily by the identification of a learner market for courses.
4. Development activity can be inhibited by competing priorities and a lack of development time, particularly within Further Education Colleges (FECs) where teaching loads are generally higher than in Higher Education Institutions (HEIs).
5. Progression had not been sufficiently integrated into the quality assurance and enhancement procedures of accrediting institutions or awarding bodies (with the exception of the requirement for explicit articulation between foundation degrees and a named honours degree award).
6. The achievement of 'a step change in lifelong learning' within the limited period of the MOVE LLN project represented a significant challenge that would require shorter-term incentives to encourage engagement by educational providers and other stakeholders to generate the required impact.

MOVE's strategic approach to development funding

Having identified the above issues early in the life of the MOVE project, the LLN created a simple funding mechanism designed to promote the engagement of stakeholders with MOVE's change agenda and stimulate innovation in curricular content, design and delivery as well as other practices related to progression. As such, the MOVE Development Fund became a key aspect of LLN's strategy to drive forward the step change in vocational progression in the East of England.

MOVE originally planned to allocate £137k to curriculum development activity, representing approximately £46k per annum over three years or approximately 4% of the £3.7 million allocated to the project by HEFCE. However, it became clear early in the life of the network, as indicated above, that the support for development activity could constitute a key means of achieving MOVE aims within the limited life of the project. However, this would be unlikely to occur if significant development activity was not undertaken by its partner constituency organisations. In addition, development activity, as constituted by MOVE, included a wider range of MOVE outcomes than curriculum development alone such as progression accords, employer led approaches, credit, progression and equivalence and information, advice and guidance activities. As a consequence, the MOVE Development Fund was increased to approximately 11% (c£400k) of the MOVE budget.

MOVE sought to stimulate development activity early in the project but also planned to allocate funding to sustain further development opportunities later in the life of the project. This was based on the rationale that further innovative approaches were likely to be stimulated as partners shared experiences and benefited from the cross fertilisation of ideas across the region. As a consequence, it was decided to fund four rounds of development activity over a two-year period (£100k per round) starting from September 2006 (once the LLN was fully staffed and operational). Subsequently, as the benefits of development activity became apparent a further £30k was allocated for a final 'commissioned' round of development activity focussed on the development priorities, identified by MOVE, within the region.

In order to maximise the impact of these funds and to mirror HEFCE's approach to allocating development funding, a process of bidding was developed. This required the submission of development project proposals to make funding opportunities available to all eligible stakeholder groups on an equitable basis. It also enabled judgements to be made concerning the merit of individual bids based on proposals of a consistent format that also required the integration of MOVE aims within proposed project outcomes. It was envisaged that the competitive element of the bidding process would provide a further stimulus to innovation and motivation for partner engagement.

DEVELOPMENT PROJECT CASE STUDY 1

Project title: Development of a Flexible Cultural Services Foundation Degree

Lead organisation: Museums, Libraries and Archives Council - East of England

Project Summary

The aim of the project was to facilitate employer-based research and business case analysis to develop a new East of England-wide Foundation Degree in Cultural Services within the domains of museums, libraries and archives. The programme was launched and enrolled in September 2008.

Impact

“The opportunity to make use of a variety of APEL processes for mid career and experienced learners is significant in this sector. The project [team] will wish to continue liaison with MOVE to benefiting from MOVE’s existing and future work on APEL and credit equivalence good practice...The project has had a considerable impact on the regional awareness raising of employers, in a sector normally attuned to traditional, academic undergraduate degree, post graduate qualification and CPD routes, of the significant benefits of alternative work-based and job related vocational pathways to development and career enhancement.”

Roy Baldwin

Project Officer and MLA East of England Workforce Development Consultant

MOVE encouraged a wide a range of stakeholder partners, in addition to further and higher education providers, to submit development proposals in order to meet the aim of stimulating employer led development and to maximise innovation and creativity. In particular, sub-regional or regional employment sector representative groups were included as fully eligible partners who could lead on collaborative development projects. The rationale for the inclusion of these groups was that they would bring valuable expertise and intelligence to the provision of innovative solutions for vocational or work-based progression to higher education. It was recognised that if existing provision is insufficiently employer driven and is overly led by the recruitment targets of public education providers, then organisations that represent employers need to be included in the development process. In other words, greater innovation seemed likely to result from developments that were driven from non-provider perspectives in addition to those of traditional education institutions.

However, small individual employers seemed less likely to constitute a sustainable risk in development terms, with less capacity to deliver MOVE outcomes. In addition, individual small and medium sized enterprises seemed less likely to be in a position to dedicate resources to development activity on a strategic basis. As a consequence (in general), MOVE targeted larger employers and sector or employer representative bodies to stimulate strategic innovation and provide valuable non-provider perspectives, whilst limiting funding risk.

Initially, schools (apart from sixth-form colleges) were not included as partner organisations in the network and were, as such, excluded from submitting development fund proposals. However, latterly, as MOVE engaged with 14-19 Diploma Consortia within the region, the LLN specifically invited proposals from such Consortia, which included schools.

In addition to the decisions concerning who would be eligible for development funding, MOVE also considered how to define what would constitute appropriate development activity for the purposes of achieving the aims of the LLN. The HEFCE LLN Update document of January 2005 included a description of four key processes in addressing progression issues.

- a. *Qualification match: identifying articulation between existing programmes (vocational-vocational, vocational-academic etc) across the region, where there is a straightforward match, a 'close match', or differences in the skills and knowledge acquired.*
- b. *Credit equivalence: establishing the general and specific credit equivalence between different programmes.*
- c. *Curriculum change: identifying the curriculum adjustment in FE and/or HE programmes that could provide a better 'match' and facilitate progression.*
- d. *Bridges to HE: bridging programmes or 'compacts' that provide the additional learning necessary to succeed.* (HEFCE: January 2005)

The HEFCE approved MOVE LLN business plan had also included these themes as well as a focus on the enhancement of information, advice and guidance to support vocational progression. As a consequence, if development proposals were to operate to meet MOVE aims they would need to demonstrate how they would relate to these progression themes. Similarly, the HEFCE LLN update document of Spring 2005 establishes the key role that progression accords are envisaged as playing in addressing the issues surrounding vocational progression.

The aim of LLNs is to guarantee progression for learners on vocational programmes: to establish the same clarity, coherence and opportunity for these learners as is enjoyed by their counterparts following academic routes. Progression accords or agreements that put learners on vocational programmes on the same footing as students on academic programmes are the way these objectives will be met. (HEFCE: Spring 2005)

MOVE also positioned progression accords as a key mechanism in integrating 'progression' as a matter of quality enhancement related to the development of higher education provision (see Betts and Bravenboer, 2008, Bravenboer: 2008). The development of progression accords, as an integrated aspect of higher-level curriculum development, would operate to formalise, sustain and enhance best practice in progression. This would, as such, represent a key determinant of the extent to which development activity would support the achievement of MOVE aims. If the allocation of development funding included a condition

that at least one MOVE progression accord would be developed between at least two organisations/institutions as an outcome of development activity, then this could provide a clear signal that progression accords were a significant driver in achieving cultural change in progression practice.

MOVE aimed to generate development activity across the region, across its sectors and across a range of partner organisations. In addition, MOVE aimed to stimulate a 'critical mass' of development activity that would generate an innovative impetus across the region. This meant that allocating larger amounts of funding to a limited number of partner organisations would be unlikely to achieve the kind of impact that was intended. It was noted that HEFCE had made smaller amounts of development funding available to prospective LLNs to support the production of full bids for further funding. The amount that HEFCE made available for such work was relatively small and it was considered that this could provide a model upon which to base MOVE development funding.

The team at MOVE knew from experience of working within a wide range of educational establishments that there is often limited time available to work on new projects and realised that the only way to free this time was to pay for staff to be released from their other duties. A development fund could facilitate the allocation of staff time dedicated to development activity in the context of the competing demands

DEVELOPMENT PROJECT CASE STUDY 2

Project title: Specialist Flexible Course for Aspiring Care Managers

Lead organisation: Hertfordshire Chamber of Commerce and Industry

Project Summary

The development of a pilot short course to be delivered to the residential care home sector by Hertfordshire Higher Education Consortium and specialist trainers from the sector.

Impact

"All the attendees have gone away as ambassadors, promoting the course to colleagues. Senior managers who attended reported that they will be reporting the benefits of attendance to their staff...The attendees came from a variety of backgrounds, all looking to increase the confidence they have in their own management ability. All had no formal management training...By using the East of England Chambers of Commerce and Industry network the course can be delivered regionally across many sectors, with each county have different skills shortages within different sectors."

Gillan Ide

Adult Learning Project Coordinator

DEVELOPMENT PROJECT CASE STUDY 3

Project title: Bridging the Gap

Lead organisation: Anglia Ruskin University

Project Summary

The activity focused on developing a positive bridge to higher education for those either working in the health and social care sector or students engaged in further education courses in the same sector.

Impact

“This has been a very interesting project, well supported by the MOVE magnet co-ordinator. It is clear that a personalised approach to career/educational planning needs to be an integral part of any wider regional development...Besides the obvious gains of the progression accords, much improved partnerships have been established to co-ordinate future lifelong learning initiatives in the health and social care sectors and to promote progression from further education into higher education in the region.”

Judy Hicks

Senior Lecturer, Anglia Ruskin University

of working in FE, HE and other organisational contexts. As a rough metric £10k is equivalent to 100-150 teaching hours plus ‘on costs’ for a senior lecturer, which is sufficient time to develop a new course². £10k represents a manageable yet realistic level of financial support to free staff from other duties to focus on development activity.

As a consequence, the amount of funding (normally) made available for an approved development project was up to £10k. This would provide for approximately 10 funded projects across the region per funding round. This would provide sufficient opportunity for the simultaneous development of a range of projects, with different themes and outcomes, involving organisations of different kinds, from various sub-regional areas. The restriction of funding to up to £10k also had the benefit of limiting the level of risk associated with individual development projects, providing the opportunity to support innovative and as such, unproven approaches without significantly affecting the overall impact of development activity. However, higher amounts would be considered if the proposal could provide the following:

- evidence of regional significance
- a significant number of partner institutions/organisations
- evidence of significant co-funding

Consideration also had to be made to the kinds of activity that should not be supported by MOVE development funds. In the context of the LLN, development activity is not designed to substitute for the costs of delivering education. Firstly, there are significant issues around possible dual funding of delivery, it is the role of education providers to deliver provision in accordance with their respective contracts with relevant funding bodies. Secondly, provision that is reliant upon development funds for delivery is not sustainable on that model. It would also be inappropriate for MOVE development funding to be used to purchase capital resources (including IT and other physical resources), as this would detract from funds available to support the development of provision or practices promoting progression. Further and higher education institutions also receive capital funding from their respective funding bodies. Lastly, given the requirement to demonstrate value for public investment and to demonstrate the achievement of outcomes within the life of the LLN project, it would not be appropriate to support activity that constituted speculative research that did not identify concrete and achievable outcomes. If MOVE were to achieve maximum impact during its project life, then priority would need to be given to those projects that constitute change in the provision available and in the practices that support vocational progression in the region.

By stimulating a critical mass of development activity that would promote regional cross fertilization of best practice and innovation, MOVE would be able to clearly demonstrate the value of LLN supported outcomes to enhance opportunities for progression to higher education in the region. This targeted funding would be made available where a relevant development opportunity or need had been identified, either bilaterally or between groups of institutions based on employment sector Progression Magnets or other organisational relationships. Through the sector Progression Magnets, MOVE would be able to promote employer or sector led curriculum development to more clearly align the needs of employers with the higher education provision available in the region, with the support of sector skills councils. The development fund would also enable MOVE and its partners to develop the explicit integration of progression, as an aspect of quality enhancement and best practice, into curriculum development and approval processes. Lastly, this approach also provided a means of stimulating innovation in the provision of higher-level learning, whilst managing financial risk.

DEVELOPMENT PROJECT CASE STUDY 4

Project title: Competitive Design Initiative

Lead organisation: Cranfield University

Project Summary

The Centre for Competitive Design (C4D) is an initiative involving the University of the Arts London and the schools of Applied Science and management within Cranfield. The project's aim was to work with the MOVE network through Development Funding to enhance opportunities for those within the creative industries in the region, through the development of access routes as a bridge to M level education, to promote greater awareness of such progressive opportunities for individuals, and to appropriately develop the interdisciplinary curricula needed to underpin such skills development.

Impact

"The remit for C4D is to develop learning in creativity and creative practice within the region, and the MOVE Development Fund Project is an ideal platform for this activity...The benefit of the relationships to involve HE students in Cranfield C4D activities to broaden their understanding of the context of subjects and introducing them to external associates is seen as very positive."

Michael Goatman

Senior Lecturer in Creative Design, Cranfield University

DEVELOPMENT PROJECT CASE STUDY 5

Project title: Built Environment Progression Accords

Lead organisation: West Suffolk College/University Campus Suffolk

Project Summary

To develop progression accords for the Built Environment sector. To establish a strategic network of local progression pathways linking University Campus Suffolk with provision in local schools, colleges and other associated universities through a series of non exclusive agreements.

Impact

"This proposal of establishing progression accords, bridging arrangements and marketing materials will result in improving clear pathways and increased progression rates to address skill shortages within the East of England for Level 4 and 5 Construction employees."

David Frost

Head of Construction, West Suffolk College

The MOVE model of development funding

Promoting the development fund

To support the promotion of the MOVE Development Fund a guideline document and proposal template was produced to explain the aims and the requirements of funded development activity and to provide a standardised means of receiving and evaluating proposals (see appendix 2). Development proposals were required to identify institutional or organisational support for projects at Faculty or Department Head level to ensure that resulting developments would be appropriately integrated into institutional or organisational plans. Proposals were also required to describe the rationale for development activity as well as the demand for planned provision, key outcomes and benefits including the integration of progression accords. In addition, proposals were required to describe how they related to one of the MOVE development themes (described above) to ensure they were consistent with MOVE aims. All proposals were also required to include an activity timetable with outcomes, dates and responsibilities identified as well as a clear budget for expenditure and statement confirming cost effectiveness. Lastly, proposals were required to describe how the outcomes of projects would be disseminated to relevant stakeholders in the region and how projects would be evaluated in relation the stated objectives and MOVE aims.

The MOVE Development Fund scheme was promoted using a variety of mechanisms. These included meetings with senior institutional or organisational representatives, employment sector events, the MOVE website, newsletters and other written communications. However, as important as these mechanisms were, the most significant means of promotion of the development fund were sector based Progression Magnet meetings and the individual meetings of Progression Magnet Coordinators (PMCs) with individual institutional or organisational representatives.

Progression Magnet meetings provided the opportunity to communicate the availability of development funds, with an explanation of the requirements that would need to be met to secure funding, to those in a position to initiate and support development within their respective institutions and organisations. The combination of the identification of gaps in provision as well as a representation of the views of employers with regards to the deficits of existing provision with funding for development, proved a strong incentive for engagement. Similarly, the fact that Progression Magnet meetings included representatives from different kinds of organisations who nonetheless shared a sense of common purpose with regards to the specific sector they were operating in, provided a rich context for innovation. As the MOVE project proceeded, presentations from Progression Magnet members concerning a wide range of innovative developments facilitated the sharing of ideas amongst partner organisations. This, combined with regular updates on the progress of funded projects, provided a significant impetus for the engagement of organisations with development activity. The requirement to integrate progression accords with development activity also provided the additional benefit of introducing the advantages of the progression practices formalised by Accords to a wider practitioner audience.

DEVELOPMENT PROJECT CASE STUDY 6

Project title: Exploring Creative Social Enterprise/Developing Creative Community Practitioners

Lead organisation: Bedford Creative Arts

Project Summary

Bedford Creative Arts (BCA), a small local Arts employer, led the exploration of the potential to develop an appropriate, work-based qualification in 'socially engaged/community arts practice. This research project was developed in response to a growing need to address the lack of employment potential for arts graduates within the local Bedfordshire economy. The research concluded that the new qualification should be a two year Foundation Degree programme covering art form development and a set of core modules with a live project each year and optional modules that explore specific delivery contexts and issues.

Impact

"The project has been extremely valuable to BCA. It has given us the opportunity to cement important relationships with local further and higher education providers and brought us into the conversation in terms of the 'skills agenda' for creative and cultural industries."

Laura Pottinger

Director, Bedford Creative Arts

An important aspect of the work of Employment Sector Directors and sector based PMCs was to promote the engagement of partner organisations with development activity. Operational targets were established and integrated into workplans. As a consequence the MOVE Development Fund was a standard agenda item for individual meetings with organisational representatives. This ensured that staff in partner organisations were sufficiently aware of the scheme and the potential progression benefits. MOVE PMCs and Directors also provided appropriate and non-prejudicial advice and guidance to practitioners wishing to develop proposals, particularly in relation to how proposals could demonstrate the potential for the achievement of MOVE aims and outcomes. This support encouraged practitioners to develop proposals and promoted the benefits of the scheme, whilst significantly enhancing the quality of proposals submitted.

Evaluating proposals and providing feedback

The evaluation process included three stages, checking that proposals meet the minimum requirements for consideration, initial evaluation and outcome decision. The Development Fund guidelines document made it clear that all proposals would be checked by a MOVE Administrative Researcher for completeness and that incomplete proposals would be returned. The guidelines also stated that appropriately completed proposals would be evaluated by members of the MOVE Executive Team. Initial evaluation of

individual proposals was undertaken by a Director not associated with the specific proposal to ensure appropriate objectivity of evaluation at this stage. The outcome of this initial evaluation was then presented to the Development Fund Evaluation Panel consisting of the MOVE Executive team chaired by the Regional Director. Discussions concerning individual proposals focused on the extent to which they met the published criteria for funding and opportunities for collaborative activity with other regional partners. For example, in considering proposals for the development of foundation degrees this could include the opportunities to work with fdf, other organisations or other LLNs.

The criteria employed to evaluate proposals were as follows:

- The relevance of the proposal to the achievement of MOVE aims including the production of associated MOVE progression accords
- The relevance of the proposal to specified MOVE employment sectors
- The relevance of the proposal to the MOVE learner constituency
- The relevance of the proposal to an identified MOVE development theme
- The clarity of the activity timetable including identified outcomes
- The cost effectiveness of the proposed budget in relation to potential benefits
- The clarity and appropriateness of the dissemination plan
- The extent to which the evaluation plan includes all relevant stakeholders

DEVELOPMENT PROJECT CASE STUDY 7

Project title: Development and Expansion of Assistant Practitioner Education

Lead organisation: University of Hertfordshire

Project Summary

The project partially supported a new staff appointment to facilitate the development of assistant/associate practitioner roles and education in Hertfordshire.

Impact

“Two additional pathways have been validated in preparation for delivery with effect from September 2008. The Project Leader led curriculum development to validate two new pathways for the existing programme in response to employer need. Engagement with employers in this development was highlighted as significant strength by the validating panel.”

Pat Birtles

Principal Lecturer, University of Hertfordshire

Final decisions on funding included three possible outcomes. Evaluated proposals were categorised as:

- Successful
- Successful with conditions
- Unsuccessful

Authors of all proposals were provided with feedback concerning the outcome of the evaluation process. Where the approval of funding required that specified conditions were met, authors of proposals were provided with feedback concerning the detail and timescale of conditions. The authors of successful proposals were formally notified of the terms of the funding through a Statement of Responsibilities letter (see appendix 3) sent to an appropriate senior representative of the successful organisation with a requirement to confirm that conditions of funding would be met. The receipt of this confirmation would initiate the release of 50% of the approved development funding to enable the project to commence. The Statement of Responsibilities letter made it clear that stages two (40%) and three (10%) funding would be conditional upon appropriate progress being made in relation to approved outcomes as determined by project monitoring and the submission of an approved Final Report.

DEVELOPMENT PROJECT CASE STUDY 8

Project title: Incubation Units for Creative Industries Graduates

Lead organisation: Dunstable College

Project Summary

The concept of this initiative is to support recent graduates through the first year of their freelance practice, whilst providing them with the business knowledge and skills to become effective and efficient business creatives. The Incubator is seen as being a positive route towards encouraging graduates to stay 'local' and establish a number of start up businesses in South Bedfordshire.

Impact

"The unit has been successful as all its members have undertaken unit credits towards a Master's level qualification in Business Studies as part of the progression accord set up between Dunstable College and the University of Hertfordshire...All the members were able to develop their business acumen, and were very successful in obtaining a sustainable client base, which helped both in confidence and financial return...The Incubator has established a local business base allowing graduates to remain in Dunstable and the surrounding area which was one of the main objectives of the project."

Will Howard

Head of Department Art, Design and Media

DEVELOPMENT PROJECT CASE STUDY 9

Project title: The Development of a Foundation Degree in Holistic Therapies

Lead organisation: Lowestoft College

Project Summary

To develop a foundation degree in holistic therapies in order to promote the use of therapies within the Health Care sector. This included presentations to a variety of stakeholders, marketing the course, training staff, securing employer engagement, writing the degree in order to get through validation and to start in September 2008.

Impact

“This has been successful and achieved validation in July 08. Our first cohort of 10 started in September 08 and several stakeholders are interested in being involved...The Fd in Holistic Therapies is up and running with 10 students and they are all very enthusiastic...All stakeholders showed keen interest in having placements/employment from our Fd students.”

Mary Pretswell

Head of School for Care and Creative Studies

Monitoring the progress of development projects

Each approved project was required to provide an activity timetable that constituted a detailed plan, which clearly communicated the dates of planned activity and the achievement of specified outcomes (including the production of progression accords) as well as key staff responsibilities. These agreed activity timetables were used as the benchmark in relation to the extent to which appropriate progress was being made. Monitoring meetings were held between staff with responsibility for managing individual projects in partner organisations and MOVE PMCs or in some cases Directors (see appendix 4). A successful review would trigger the release of stage two funding, a further 40% of the approved total. Where sufficient progress had not been made funding was withheld until evidence of progress was received, in some cases this included the submission of a revised activity timetable. In addition to their role in informing funding decisions, these meetings were also designed to provide support for those engaged in development activity including the identification of opportunities for collaborative working.

The final 10% of the funding was predicated on the receipt of the Final Report. This required organisations to produce an evaluative commentary concerning the development and implementation of progression accords, the project activity undertaken, dissemination and potential future developments based on a report template provided (see appendix 5).

The impact of MOVE development funding

The qualitative impact of MOVE development funding is illustrated by the Development Project Case Studies that populate this text. In addition, the full text of the Final Reports for all funded projects can be downloaded at the MOVE website at www.move.ac.uk. However, there is also significant evidence that development activity has had a quantitative impact upon provision in the East of England.

MOVE received a total of 94 development project proposals during four rounds of funding between September 2006 and April 2008. Proposals were received from organisations in all counties of the East of England and included 27 proposals from Higher Education Institutions (HEIs), 53 from Further Education Colleges (FECs) and 14 from employment sector representative organisations (ESROs). This represents a very broad level of engagement by partner organisations within the region as well as a strong willingness to pursue development activity to promote progression opportunities and work within the requirements specified by MOVE. For example, the requirement to produce progression accords for all approved projects that included the development of new or existing programmes resulted in the production of 56 signed progression accords guaranteeing entry to higher education for 309 vocational learners. In addition to the financial incentives for those developing provision, the requirement to integrate progression accords within validation or revalidation procedures has helped to position progression as a matter of quality assurance and enhancement rather than as a potentially peripheral issue.

DEVELOPMENT PROJECT CASE STUDY 10

Project title: Bridging Programme for Work-based Learning into Music and Dramatherapy

Lead organisation: Anglia Ruskin University

Project Summary

To facilitate the development of a new regional bridging course for healthcare professionals with no level 6 qualification but sufficient experience and artistic expertise to gain entry onto an MA Music Therapy/ Dramatherapy at Anglia Ruskin University.

Impact

"Clarifying the process of using accreditation of prior learning and experience has proved a useful outcome. One exciting possible development is to create a structure to 'encapsulate' a diverse range of currently unaccredited training and experience into a form which can combine with the 'bridging course' to offer a lower level 'certificate of credit' for those not yet ready to undertake the master's programme."

Ian Pinchen

Project Manager, Anglia Ruskin University

DEVELOPMENT PROJECT CASE STUDY 11

Project title: Land-based Access to Higher Education

Lead organisation: Cambridge Access Validating Agency (CAVA)

Project Summary

Previously there were no Access to Higher Education (HE) courses in the land-based sector in the Eastern Region. CAVA was initially approached by Otley College to discuss the possibilities of creating this new progression route through to their existing Foundation Degrees at Otley. Initial research in the area indicated that a progression route gap had presented itself, which identified a need for a new land-based Access to HE course.

Impact

This project "...will facilitate FE to HE, and Foundation to Honours degree progression for vocational learners in key areas such as Agriculture, Horticulture, Design, Equine Studies, Animal Management and Environmental Conservation. The development of a common Access course has created an additional progression route to HE for non-traditional learners wishing to access land-based HE programmes, thus extending the range of Lifelong Learning opportunities within the sector across the Eastern Region."

Jill Cox

Quality Assurance and Development Officer, CAVA

Type of lead organisation	Proposals submitted	Projects approved	% of proposals approved
<i>Further Education Colleges</i>	53	22	42
<i>Higher Education Institutions</i>	27	15	56
<i>Employer and Sector Representative Organisations</i>	14	10	72
Total	94	47	50

Of the development proposals received, 47 were approved and this resulted in the distribution of £422,331 of funding to a wide variety of educational institutions and other organisations within the region. Overall 50% of proposals submitted were approved for funding. This data indicates both a healthy interest from partner organisations in development activity and the application of a selective approach to approval processes. Approved projects included allocating development funds to 15 HEIs, 22 FECs and 10 ESROs. This represented relative approval percentage of 56% for HEIs, 42% for FECs and 71% for ESROs

DEVELOPMENT PROJECT CASE STUDY 12

Project title: Skills for Heritage Workers in the East of England

Lead organisation: English Heritage

Project Summary

The project focussed on developing a mechanism for the accreditation of prior, concurrent and experiential learning (APEL) for workers in the cultural and heritage sector. The aim is to facilitate progression, linked to the developing Regional Credit Agreement, into higher-level generic and specific skills development, required of volunteers and the paid staff who manage volunteers, through work-based learning.

Impact

“English Heritage in the East of England was keen to take part in this project. One of the main results is a more versatile way of English Heritage using the APEL process. It was important that our selected participants thought carefully about the learning and experience they had gained earlier in their careers. They then applied a ‘training needs analysis’ in order to identify and log their Continuing Professional Development needs. The model that was created will be transferable, within English Heritage but will also have applications should they move to other organisations.”

Greg Luton

Planning and Development Regional Director - East of England, English Heritage

in reverse proportion to the number of proposals submitted and of those approved. It is possible to postulate that this data is an indicator of the relative familiarity of organisational staff in submitting funding proposals but this conclusion would require further analysis concerning levels of individual organisational experience. However, with regards to ESROs it does indicate that MOVE has approved a significantly higher proportion of proposals from non-provider organisations than from higher and further education institutions. This is consistent with the aim to use development funding to promote employer led innovation related to regional skills needs.

Funding round	Submission date	Proposals submitted	Projects approved	Funding allocated
Round 1	November 2006	14	11	£94,591
Round 2	February 2007	24	11	£109,240
Round 3	July 2007	30	16	£146,500
Round 4	April 2008	26	9	£72,000
Total		94	47	£422,331

It should, however, be noted that where development projects were not initiated by HEIs or FECs, in all cases, these organisations have none the less benefited from the development activity. To date 30 new vocational programmes have been developed, or are being developed, to enhance opportunities for learners progressing through vocational routes. This includes the development of 18 new foundation degrees, 4 BA (Hons) degrees, 3 Access to Higher Education courses, 4 bridging courses and 1 continuing professional development (CPD) framework.

The regional spread of development activity indicates significant impact in all parts of the region, although the analysis of HEI engagement indicates less engagement in Essex. In relation to sector impact, 49% of projects are in Creative and Cultural Industries (CCI), 25% in Health and Social Care (HSC), 15% in Sustainable Built Environment (SBE) and 4% in Land-based Industries (Lbi). 6% of projects are non-sector specific. The higher proportion of CCI related projects is matched by a similarly higher proportion of all proposals submitted (55%). This indicates a very strong willingness on the part of partners operating in the CCI sector to engage with development activity. The relatively low proportion of SBE and Lbi projects can be directly attributed to the late approval of these sectors¹.

DEVELOPMENT PROJECT CASE STUDY 13

Project title: Continuing Professional Development Framework for Creative Industries

Lead organisation: University of Hertfordshire

Project Summary

The project covered the first phase of development in setting up the Continuing Professional Development (CPD) Framework at the University of Hertfordshire and was based in the Faculty for the Creative and Cultural Industries. The framework contains short programmes of specialist HE level 2 to MA learning devised to be flexible and accessible to both progressing students at postgraduate level and employees. The awards have identified modules that can be studied individually and assessed or delivered in 'study only' mode. The CPD Framework was launched and enrolled in January 2008.

Impact

"This is a key opportunity for retraining and up-skilling – both for those currently working within the creative and cultural industries sector, and those planning to in the future... the growing importance of collaboration between industry and learning institutes...will need to be on work-based learning, assessment, accreditation of experiential learning etc. There may also need to be a refocusing on...encouraging larger companies to set up ongoing CPD training contracts, and helping SMEs to ensure that staff receive appropriate ongoing training to help their specific needs and companies."

Judy Glasman

Head of School Art and Design, University of Hertfordshire

Challenges to development activity

The rationale for limiting the normal amount of funding available for individual development projects to £10K, described above, included the minimising of funding risk in circumstances where projects approved for funding did not proceed according to plan. Given the innovative nature of developments, the broad range of types of organisation involved and the large number of projects it was inevitable that some challenges to successful completion would arise. These challenges have included the following:

- **Staffing** – staff leaving the lead organisation, being on sick leave or being required to address other organisational priorities to the detriment of project progress. This has, to some extent, been mitigated by ensuring that all approved projects had faculty/department and organisation level support. This has meant that in the majority of cases where staffing changes have occurred arrangements have been made by lead organisations, with the support of MOVE, to accommodate them limiting the impact upon project progress.
- **Employer engagement** – the majority of development projects relied on employer or employer representative organisation engagement. This has ranged from leading development projects to being consulted as the appropriateness of curricular content. The level of commitment of some employers to engaging with development activities has become more challenging in recessionary times as their priorities have increasingly focused on shorter term economic necessities.
- **Organisational change** – occasionally partner organisations have introduced changes that have affected the agreed outcomes of projects. For example, a reorganisation of faculties or departments that results in a change of responsibility for the management of projects or a change in policy in terms of the qualifications provided by a validating institution. Where this has been the case, MOVE has sought to engage with lead organisations so that where appropriate, projects can be reconfigured to align with MOVE aims and the organisation's development objectives. However, in some instances this has not been possible and funding has been returned and redistributed to support other LLN development activities.
- **Project amendment** – where development activity highlights a need to significantly amend project outcomes. For example, where engagement with a Sector Skills Council identifies employer requirements that had not previously been considered. Such changes have occurred and have been managed through negotiation often resulting in the production of a revised project action plan submitted for the re-approval of the MOVE Executive.
- **Under recruitment** – where planned targets for recruitment are not met perhaps as a consequence of changes in demand or in some instances delays in validating and marketing programmes. In such instances MOVE has attempted to support provider organisations to further reconfigure provision to enhance vocational progression.

- **Funding expectations** – the rationalisation of resources available for allocation of round four development funding resulted in a significantly lower rate of project approval than in previous rounds. Partner expectations that had been raised by the results of previous rounds resulted in understandable disappointment from unsuccessful proposers. This represented a challenge in on going relationship management. The LLN managed this by implementing a strategy to support a wider range of projects with less resource rather than limit further the number of projects approved. This strategy operated to maximise development activity as even where the funding offered was less than requested, organisations reacted positively to the opportunity.

In addition to the more operational challenges to the successful progress of development projects, there have been some challenges at the level of the organisation or institution that have required cultural change. These have included:

- **Progression accords** – a key requirement of development projects that included new or redesigned curricula was to establish progression accords. In some instances this required significant awareness raising activities to overcome institutional barriers to implementing accords. Whilst on the one hand there were some instances where the pace of progress slowed as a consequence of this, the medium term benefit has been a wider acceptance of the value of progression accords in enhancing progression practice and partnership working between further and higher education institutions (see Betts and Bravenboer: 2008, Bravenboer: 2008).
- **Supply led projects** – some developments, although providing vocational progression opportunities, continued to be largely supply led and it has been challenging to persuade some Higher Education Institutions to engage constructively with Sector Skills Councils (SSCs), for example in relation to the employer needs identified in Sector Skills Agreements. Presentations by SSCs at Progression Magnet meetings and the showcasing examples of best practice from other providers helped to move the focus of development activity towards innovative employer led approaches as the LLN project progressed.
- **Inflexible quality systems** – in a small number of instances the development of innovative employer led innovation has been inhibited by an inflexible approach to quality assurance on the part of higher education institutions (HEIs). In some cases this has arisen as a consequence of insufficient dialogue and/or understanding between employer representatives and HEIs, resulting in mismatched expectations at validation events. In some instances it has been as a result of HEIs trying to fit innovative and flexible provision into pre-existing course structures. MOVE has attempted to broker informed partnership working between employer representatives and HEIs and attempted to translate differing perspectives on need to ensure that quality assurance is not unnecessarily positioned as a barrier to innovation. However, cultural change is a long term task and further work will be required to embed approaches to quality assurance that support employer led innovation.

Lastly, there have been some areas of potential development activity that have only been partially realised, this includes:

- **Credit and information, advise and guidance (IAG) themes** – these themes have been integrated into development activity, particularly in relation to innovative approaches to work-based delivery. However, the initial focus on employment sectors has also inhibited, to a degree, the development of credit based and IAG based projects. MOVE acted to address this issue by allocating resources to specific credit and IAG related projects through other funding sources.
- **Sustainable Built Environment and Land-based Industries** – the late approval of the Sustainable Built Environment and Land-based Industries sectors¹ has inhibited development activity in these areas. However, MOVE has aimed to address this by prioritising proposals related to this sector in later funding rounds, which has resulted in 8 approved projects in these sectors.

Conclusion

In the context of a relatively short life project (three and a half years) the development of 47 projects focused on enhancing opportunities for those progressing through vocational, applied and work-based routes to higher education is itself a significant achievement for the MOVE partnership network. Similarly, the development of 30 new courses or types of provision, guaranteeing places for over 300 learners through 56 progression accords that position progression as a matter of quality enhancement, is a significant contribution to delivering a step change in lifelong learning for the region.

It is clear from the level and range of engagement that MOVE has stimulated that employers, employer representative organisations and provider institutions are interested in developing new and innovative ways of providing progression opportunities for learners. It can also be concluded that it is possible for provision to be employer led and for employer representative organisations and provider institutions to work collaboratively and constructively together to meet skills needs on a regional basis. MOVE development funding has supported some significant innovation in thinking about the provision of higher education by recognising employers or employer/sector representative organisations as full partners who bring invaluable perspectives to this challenge.

Despite the inevitable challenges of any project promoting change, the strategy of providing the opportunity to use relatively small amounts of funding, closely targeted at the achievement of specifically identified aims and objectives, has generated a critical mass of development activity. The activity undertaken by network partners constitutes a critical mass both because it establishes the possibilities of collaborative demand led innovation and because it provides a wide range of examples of good practice to set the precedent for further development.



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Notes

1. The approval of Land-based Industries was held in abeyance until HEFCE completed a review of provision in this area. During the period between the original approval of the MOVE bid and the completion of the review, MOVE sought to extend its sphere of operation to include the Sustainable Built Environment sector. Both sectors were approved by HEFCE in 2007.
2. By way of illustration, hourly teaching costs could be estimated as follows: c£67 per hour x 150 hours or £100 per hour x 100 hours = £10k.

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Appendices

1. MOVE funded development projects 2006-2009
2. Development fund guidelines and proposal template
3. Statement of responsibilities letter template
4. Development project monitoring form
5. Final report template

Appendix 1

MOVE funded development projects 2006-2009

Lead organisation	Project title
Anglia Ruskin University	Bridging the Gap
Anglia Ruskin University	Bridging Programme for Work-based Learning into Music and Dramatherapy
Anglia Ruskin University	Re-engineering through Flexible, Blended and Work-based Foundation Degrees in Town Planning and Housing
Anglia Ruskin University and Theatre Resource	Theatre and Disability BA (Hons) Degree Programme
Arts Council England	Escalator Futures
Bedford College	Foundation Degree in Animation for Industry
Bedford College	Part-time (flexible) Foundation Degree in Music Technology
Bedford College	Higher National Certificate/Diploma in Design and Development of Renewable Energies in Sustainable Built Environment
Bedford Creative Arts	Exploring Creative Social Enterprise/Developing Creative Community Practitioners
Cambridge Access Validating Agency	Land-based Access to Higher Education
Cambridge Area Partnership	Phased progression from the new Creative and Media Diploma
City College Norwich	Development Potential of a Foundation Degree in Art and Well-being

Lead organisation**Project title**

City College Norwich

Foundation Degree in Public Sector Management

City College Norwich

Dance Intensive Higher Education Progression Programme

City College Norwich

Vocational Creative Writing

City College Norwich

Partnerships for Excellence and Innovation in Progression

College of West Anglia

Development of Foundation Degree in Fashion Design and Production

Cranfield University

Competitive Design Initiative

Dunstable College

Incubation Units for Creative Industries Graduates

Easton College

Foundation Degree in Sustainable Engineering

English Heritage

Skills for Heritage Workers in the East of England

Federation of Essex Colleges

Investigation into the Reasons for Poor Progression from Level 3 to Higher Education in Health and Social Care and Creative and Cultural Industries in Essex

Great Yarmouth College

Foundation Degree in Media Production

Harlow College

Foundation Degree Sports Journalism

Hertfordshire Chamber of
Commerce and Industry

Specialist Flexible Course for Aspiring Care Managers

Lowestoft College

The Development of a Foundation Degree in Holistic Therapies

Museums, Libraries and Archives
Council, East of England

Development of a Flexible Cultural Services Foundation Degree

Lead organisation	Project title
National Construction College	Development of a Foundation Degree in Construction Management
Norwich Arts Centre	Foundation Degree in Digital Arts
Open College Network (Eastern Region)	Developing Access to Expand Opportunities for Work-based Learning within the NHS and Vocational Progression to Higher Education
Peterborough Regional College	Key Theatre Partnership: Collaboration and Progression
South East Essex College	Creative Industries Work Package
South East Essex College	Media and Performing Arts Foundation Degree in Sound Production
Suffolk New College	Creative Industries Management: Developing Provision, Progression and Collaboration
University of Bedfordshire	Development of Foundation/Honours Degree Courses in Energy and Sustainability
University of Bedfordshire	Work-based Progression Routes in Sustainable Built Environment
University of Cambridge (Madingley)	Supporting Further/Higher Education – Development of a New Programme in Community Development for Health
University of East Anglia	Encouraging Level 3 Students, Who Have Not Progressed or Have Dropped Out of Higher Education, to Progress
University of Hertfordshire	BA (Hons) Professional Studies - A Generic Progression Route from Foundation Degree Study
University of Hertfordshire	Foundation Degree Beauty Therapy Management

Lead organisation

Project title

University of Hertfordshire	Higher Education Consortium Progression Guide
University of Hertfordshire	Continuing Professional Development Framework for Creative Industries
University of Hertfordshire	Development and Expansion of Assistant Practitioner Education
West Suffolk College	Bridges to Higher Education
West Suffolk College	BA (Hons) Music Production
West Suffolk College	Built Environment Progression Accords
Writtle College and Agricultural Development in the East of England	Development of a Land Management Course for Farmers

The Final Report for each completed development project is available online at www.move.ac.uk



Appendix 2



MOVE DEVELOPMENT FUND

Development Fund Proposal Guidelines

Introduction

MOVE works with Universities, Colleges, employers and other organisations across the region to help provide additional, flexible and vocational progression and learning opportunities to meet the needs of a wide range of people who could benefit from Higher Education (HE). The MOVE Development Fund is a key aspect of MOVE's strategy to drive forward a step change in vocational progression in the East of England. The Development Fund is designed to support development activities that promote the aims of the Lifelong Learning Network. Eligible institutions and organisations within the East of England region are invited to submit development proposals in accordance with these guidelines. Each submitted proposal will be evaluated to establish the extent to which it demonstrates planned activity that will contribute the achievement of MOVE aims. The Development Fund is also an important incentive towards the implementation of MOVE Progression Accords designed to support learners in progressing to, and through, vocational higher education.

Development funding for a project will normally be up to **£10K**. In exceptional cases MOVE will consider proposals above this amount that meet at least one of the following criteria:

- Evidence of regional significance
- Proposals that include a significant number of partner institutions/organisations
- Proposals that are co-funded

MOVE will normally expect projects to be completed within 12 months from the date of the approval of funding.

MOVE may receive proposals for development funding throughout the year but will allocate funds in accordance within a specified funding round (funds permitting). In order to be allocated funding within a funding round, proposals must be received by no later than the published deadline (see below). Funding decisions will be made, and communicated to the proposing institution/organisation, within three weeks of the proposal deadline of each funding round.

<i>Funding round</i>	<i>Proposal deadline</i>	<i>Funding decision</i>
4	1 st February 2008	22 nd February 2008

For this fourth round, in addition to the standard guidelines, MOVE will particularly welcome proposals which support one or more of the following priorities:

- Focus on areas of low participation as outlined in the draft Regional Economic Strategy (RES) including Information Advice and Guidance proposals designed to encourage participation
- Encourage cooperation and partnerships (including with SSCs and employers) in the area of Sustainable Built Environment

- Focus on progression through accreditation of level 3 programmes (especially in relation to work-based learning)
- Include bridging and access processes
- Provide innovative approaches to progression through work-based learning
- Facilitate progression focussed on the area of leadership, supervision and management

MOVE Aims

Working with partner institutions and organisations MOVE's aims are to

- provide guaranteed Higher Education progression opportunities for individuals with vocational qualifications and/or experience from Further Education or from work, at any age, within the East of England Region
- increase progression rates from vocational Further Education to Higher Education by full-time or part-time mode at undergraduate levels
- increase progression rates from work to vocational Higher Education by full-time or part-time mode at undergraduate, and postgraduate levels
- enhance learner choice of learning opportunities
- improve learners' employment and career prospects

MOVE Sectors and Learner Constituency

MOVE is currently funded to promote progression to higher education through vocational routes in the following employment sectors:

- Creative and Cultural Industries
- Health and Social Care
- Sustainable Built Environment
- Land-based Industries

Development funding is specifically intended to support activities that enhance vocational progression opportunities for individuals within the MOVE learner constituency, this includes:

- those with vocational qualifications at FE level 3
- those qualifying via work-based learning routes
- 'Return to study' learners (waged and unwaged) seeking entry into vocational programmes either directly or through Access to HE provision

MOVE Progression Accords

Proposals should normally include the development of a MOVE Progression Accord between two or more institutions/organisations. MOVE Progression Accords are formal agreements between *senders* and *receivers* of learners. The *senders* of learners could include a Further Education College vocational programme (for example a BTEC National Diploma), a work based learning provider, private training provider or an employer. The *receivers* of learners would normally be a Higher Education Institution (HEI) or College vocational programme (for example a Foundation Degree). However, *receivers* could also potentially include private training providers or employers working in collaboration with an HEI to deliver higher level learning.

MOVE Progression Accords identify a specified number of guaranteed places on the vocational higher education programme related to the planned development activity. Progression Accords also specifically identify a range of annually scheduled activities that both institutions/organisations agree to undertake to support progression at programme level. Where proposals do not include a clear reference to MOVE Progression Accords this may significantly affect the likelihood of approval of development funding. *The MOVE Progression Accord template can be downloaded from the MOVE website, www.move.ac.uk*

Exclusions

MOVE will not allocate developments funds for the following:

- Capital expenditure items including IT and other resources
- The delivery of teaching or other activities funded through other sources
- Speculative market research

MOVE Development Themes

Proposals will also need to demonstrate how they will contribute to the achievement of MOVE aims in relation to at least **one** of the following five development themes:

Theme One: Qualification match

- to effect curriculum re-engineering and to (re)establish articulation between FE and HE vocational programmes, including in-company and work-based programmes, where inappropriate discontinuities exist, or to identify bridging and other arrangements to enable smooth transition to higher education.

Theme Two: Progression through Credit and Equivalence

- to establish recognition of general and specific equivalence rating of particular FE, in-company and Professional Body awards for the purposes of entry and entry to HE with advance standing and/or credit recognition.
- to establish APL/APEL processes for experienced vocational learners currently in work and to establish recognition of personal learning in order to evaluate the learner's experience and qualifications to promote progression to vocational higher education.

Theme Three: Curriculum Change

- to facilitate curriculum adjustment, where the need has been identified either bilaterally or between groups of institutions in relation to relevant employment sectors.
- to establish new programmes, including Foundation Degrees, where progression opportunities are unnecessarily restricted and where new opportunities are identified within relevant employment sectors.

Theme Four: Bridges to Higher Education

- to develop bridging/compact programmes specifically related to relevant employment sectors designed to help learners identify their progression route, prepare personal learning pathways and prepare learners for their chosen progression route when the wider curriculum cannot be adjusted. This theme will also support activities that promote learner retention.

Theme Five: Information, Advice and Guidance

- to promote greater awareness and understanding of vocational progression opportunities for individuals within the MOVE learner constituency as well as for Universities, Colleges, employers and other regional stakeholders.
- the provision of information, advice and guidance for the purposes of entry to HE, recognition of general and specific credit rating of particular FE, in-company and Professional Body awards and APL/APEL.
- the development of marketing initiatives to provide information, advice and guidance to promote enhanced progression through vocational routes within the region.

Authorisation and submission

Where a proposal is submitted by a member of an eligible institution/organisation other than a Head of Department, proposals for funding must also be signed by the relevant Head of Department. Joint proposals from more than one member of staff and/or institution/organisation may be made conditional on Head of Department approval for all parties. Only fully completed proposal forms will be considered for funding. Completed proposals should be emailed to MOVE at info@move.ac.uk.

Criteria for the evaluation of proposals

The following criteria will be referred to when evaluating proposals:

- Relevance of the proposal to the achievement of MOVE aims including the production of an associated MOVE Progression Accord
- Relevance of the proposal to specified MOVE employment sectors
- Relevance of the proposal to the MOVE learner constituency
- Relevance of the proposal to an identified MOVE development theme
- The clarity of the activity timetable including identified outcomes
- The cost effectiveness of the proposed budget in relation to potential benefits
- The clarity and appropriateness of the dissemination plan
- The extent to which the evaluation plan includes all relevant stakeholders

The evaluation process

The proposals will be checked by a MOVE Administrative Researcher for completeness. Incomplete proposals will be returned. Complete proposals will then be circulated to members of the MOVE Executive Team for evaluation. Each proposal will be evaluated by two referees from the MOVE Executive Team. Final decisions on funding, based on the recommendations of the referees will be made by the MOVE Executive Team as a whole chaired by the MOVE Regional Director. Authors of all proposals will be given feedback from referees. Authors of successful proposals will be formally notified of the terms of the funding.

Responsibilities of successful applicants

Successful applicants will be responsible for carrying out the activities detailed in the agreed proposal in a timely and financially accountable manner. Intellectual property rights will normally remain with the proposer or eligible institution, although this may be subject to negotiation in particular cases. The successful applicant must credit MOVE for assistance where relevant in any disseminated or published materials. Successful applicants for MOVE development funding will be sent a Statement of Responsibilities letter which must be

signed by both the proposer and the relevant Head of Department (if different) as a record of agreement to the terms of funding prior to the release of any funds.

Monitoring project progress and financial arrangements

The authorising Head of Department will be required to monitor progress against the proposal plan and provide an interim report to MOVE at info@move.ac.uk.

Payments of funds will be made as follows:

Fifty percent of the agreed sum will be paid on agreement of the Statement of Responsibilities. Forty percent remainder of funds will normally be paid following evidence of appropriate implementation within the first term report. The remaining ten percent will normally be released upon receipt of an approved Final Report. MOVE retains the right to withhold full payment until the completion of all agreed proposal outcomes including dissemination. Funds will normally be allocated for activities undertaken within an academic year. Any funds unspent at the end of the project (or academic year) will be retained or repaid to MOVE.

Final report

A Final Report on the activity will be required upon completion. This will be published on the MOVE website and become part of a web-based resource providing information for other MOVE stakeholders. The final report should include:

- Activity overview including demonstrable outcomes and/or benefits in relation to MOVE aims
- Wider implications for vocational progression within the East of England region
- Dissemination outcomes
- Further potential developments and/or benefits

MOVE DEVELOPMENT FUND

Development Fund Proposal Form – Round Four

Title of proposal:

Name of proposer:

Role:

Email:

Telephone:

Department:

Head of Department:

Institution/organisation:

Partner institutions/organisations

Brief description of the proposed MOVE Development activity - *max 100 words*

Total funding requested:

£

Signature of proposer:

Date:

Signature of Head of Department:

Date:

Please complete all sections in no more than 500 words. You should refer to the MOVE aims, MOVE employment sectors, the MOVE learner constituency and an identified MOVE development theme when completing your proposal. Please also refer to evidence wherever possible to support claims made in your proposal. Only proposals that include all completed sections will be considered for funding.

1) The proposed development activity

a) Describe the activity for which funding is being sought including how MOVE Progression Accords will be integrated into development.

b) Describe how your activity supports one or more of the additional priorities for round four, as listed in the Development Fund Proposal Guidelines (if applicable).

2) The context and rationale

Explain how your proposal is relevant to the enhancement of vocational progression in the context of the East of England region including evidence of lifelong learner demand.

3) Statement of objectives and outcomes

What are the key objectives of your proposal? What are the planned benefits and outcomes of your proposal in relation to MOVE aims including the development of MOVE Progression Accords and numbers of learners progressing?

4) MOVE development themes

*Explain how your proposal will contribute to the enhancement of vocational progression in relation to **one** specific MOVE development theme described in the guidance documentation.*

5) Activity timetable

Provide a detailed plan that clearly communicates the timescales of planned activity, outcomes (including MOVE Progression Accords) and responsibilities.

Date	Activity	Outcomes	Responsibility

6) Budget

Detail all costs including separate staff costs and other costs. Provide a statement that indicates the cost effectiveness of the proposed budget in relation to potential benefits. Please note the exclusions listed in the guidance document.

<i>Itemised project costs</i>	£
TOTAL	

Cost effectiveness


7) The dissemination plan

Explain how the outcome of the proposed activity will be disseminated to all relevant regional stakeholders in addition to publication on the MOVE website.

8) The evaluation plan

Explain how the activity will be evaluated in relation to stated project objectives and MOVE aims and how this evaluation will include all relevant regional stakeholders.

Appendix 3

	
THE LIFELONG LEARNING NETWORK FOR THE EAST OF ENGLAND	
Title and name of addressee	SUITE 1
Professional role	LANCASTER HOUSE
Department	MEADOW LANE
Institution/organisation	ST IVES
Address line 1	CAMBRIDGE
Address line 2	PE27 4LG
Postcode	TEL +44 (0)1480 467073
	EMAIL info@move.ac.uk
	WEB www.move.ac.uk
Date	
• Dear	
Re: MOVE Development Fund	
<p>I am delighted to confirm that MOVE has approved the Development Fund bid made recently by [Name of proposer]. The sum approved is £[Amount] and is granted on condition that the project is developed in accordance with the requirements detailed in the MOVE Development Fund Guidelines and conditions detailed in the attached Statement of Responsibilities. This will be appended to the proposal and together become the definitive statement describing the approved project against which the outcomes will be evaluated. Discussions have already taken place between [Name of proposer], and [MOVE Director] to agree these details. I shall be grateful if you would arrange for the attached to be signed by the project proposer and Head of Department (or other senior officer) and returned to [MOVE Administrator] at the address above.</p>	
In receipt of the attached we will arrange for the funding to be released on the following basis:	
<ul style="list-style-type: none">• 50% will be paid on receipt of the attached.• 40% will be paid following evidence of appropriate implementation reported at the end of first term or three months from the receipt of funds whichever is later• 10% will be paid on receipt of the final report.	
Payment will be by BACS and bank details are requested on the attached pro-forma.	
MAXIMISED OPPORTUNITIES THROUGH VOCATIONAL EDUCATION	

In signing the attached Statement of Responsibilities the **College/University/Organisation** is agreeing that:

- the project will be executed in a timely and financially accountable manner
- the project will be undertaken in accordance with the approved project as described in the bid and Statement of Responsibilities documents, and in accordance with the requirements detailed in the MOVE Development Fund Guidelines.
- intellectual property rights will remain with the institution but credit will be given to MOVE LLN for the East of England, where relevant, in any disseminated or published materials
- the following statement (negotiated with **[Name of proposer]**) can be published on the MOVE website (www.move.ac.uk) and other MOVE communication media as required.

[Project title and brief project description]

If there are any issues you wish to discuss please do not hesitate to contact the above MOVE Director.

Yours Sincerely

Professor Robin Smith
Regional Director

Cc **[Name of proposer]**

Lead/Banker Institution/Organisation.....

Project Leader.....

Email address.....

Bank details for BACS

Name of account.....

Account number.....

Sort Code.....

Please complete the above

.....

Statement of Responsibilities

Conditional Approval

The sum of £[Amount] is conditional upon the following:

1. [Conditions agreed by Move Executive group]

The Head of Faculty/Department (or other authorised officer) shall be responsible for monitoring progress against the proposal and confirm on a termly basis to MOVE that the project is operating in accordance with the agreed bid.

A final report will be required on completion. This will be published on the MOVE website and become part of a web-based resource providing information for other MOVE stakeholders.


*In signing this document you agree on behalf of the **College/University/Organisation** to the details contained within this Statement of Responsibilities and the accompanying letter to **[Name of Senior Institution/Organisation Representative]** dated **[Date]**.*

Signed..... Proposer Date.....

Signed..... Head of Department Date.....
(or authorised officer)

Please sign and return to **[MOVE Administrator]**

Move East of England LLN
Suite 1
Lancaster House
Meadow Lane
Cambridge
PE27 4LG



MOVE

THE LIFELONG LEARNING NETWORK FOR THE EAST OF ENGLAND

DEVELOPMENT PROJECT MONITORING FORM

Project title	Institution/Organisation	Ref R/
PMC	Institution/Organisation contact	
Project progress		

<i>Proposal objectives</i>	<i>Evidence of objectives achieved to date</i>

<i>Activity timetable:</i>	<i>Evidence of activities completed to date</i>

PMC signature **Recommendation for continued funding** yes/no

Director approval signature

Date

Please provide evaluative commentary, supported by relevant evidence and data, under the following headings:

Signed Progression Accords

Please provide details of each signed Progression Accord produced as a result of this project including 'sending' and 'receiving' institutions/organisations, courses, numbers of guaranteed places agreed and learners progressing.

Project activity undertaken (max 500 words)

Please provide details of the activity undertaken including an evaluation of outcomes achieved, issues encountered, lessons learned, identified best practice and partnerships formed. Please also describe the overall impact of the project in terms of the enhancement of higher-level progression opportunities.

Dissemination (max 200 words)

Please identify all relevant stakeholders to which the outcomes of the project have been disseminated and evaluate the effectiveness of the methods employed including any resulting benefits.

Potential further developments (max 200 words)

Please identify potential further developments that could maximise the impact of the project and contribute to the further enhancement of higher-level progression opportunities.

Additional comments (max 200 words)

Please identify any other project issues or benefits relevant to higher-level progression.

Name:

Signature:

Date:

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