

Developing an International Partnership Ecosystem

NORTHERN
Regional College **nrc**

VUSELELA TVET
COLLEGE



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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Index

1	Introduction.....	6
1.1	About this Guide to International Partnership Ecosystem.....	6
1.2	Context.....	6
1.3	Definition	7
2	International Partnership Ecosystem	8
2.1	Strategic Intent	9
2.1.1	Baseline by Partner.....	9
2.1.2	Initial Findings.....	10
2.1.3	What we did	10
2.1.4	Distance Travelled by Partner	11
2.2	International Partnership Programme Management and Co-ordination	12
2.2.1	Baseline by Partner.....	12
2.2.2	Initial Findings.....	12
2.2.3	What we did	13
2.2.4	Distance Travelled by Partner	15
2.3	Recruitment and Selection of Staff and Students	16
2.3.1	Baseline by Partner.....	17
2.3.2	Initial findings	17
2.3.3	What we did	18
2.3.4	Distance Travelled by Partner	19
2.4	Delivery Methods.....	20
2.4.1	Baseline by Partner.....	21
2.4.2	Initial Findings.....	21
2.4.3	What we did	22
2.4.4	Distance Travelled by Partner	23
2.5	Programme Content	24
2.5.1	Baseline by Partner.....	25
2.5.2	Initial Findings.....	25
2.5.3	What we did	25
2.5.4	Distance Travelled by Partner	29

2.6	Programme Enrichment.....	30
2.6.1	Baseline per Partner	31
2.6.2	Initial findings	31
2.6.3	What we did	31
2.6.4	Distance Travelled by Partner	33
2.7	Celebrating Success	35
2.7.1	Baseline per Partner	36
2.7.2	Initial Findings.....	36
2.7.3	What we did	37
2.7.4	Distance Travelled by Partner	38
3	Conclusions.....	39
3.1	Growth in International Partnership Ecosystem	39
3.1.1	Definition	39
3.1.2	Northern Regional College Growth	39
3.1.3	Vuselela TVET College Growth	40
3.1.4	Challenges.....	41
4	Benefits and Impact.....	41
4.1	Benefits	41
4.1.1	Participants view	41
4.2	Impact on the partners	42
4.3	Impact on groups and stakeholders	43
4.4	Impact on local, regional and/or international levels	43
5	Appendices	44
5.1	NRC Business Studies and Travel and Tourism Assignments	44
5.2	Vuselela TVET College Business Studies and Tourism Assignments.....	46
5.3	NRC Business Studies Case Study	48
5.4	NRC Travel and Tourism Case Study	50
5.5	Vuselela TVET Business Studies Case Study.....	52
5.6	Vuselela TVET College Tourism Case Study	55
5.7	Project Newsletter	58

1 Introduction

1.1 About this Guide to International Partnership Ecosystem

This guide has been produced as part of a one year International Skills partnership involving two Technical, Vocational Education and Training (TVET) providers, Northern Regional College, Northern Ireland, United Kingdom and Vuselela TVET College, Klerksdorp, North West Province, South Africa. The project sought to increase international partnership working provided by each partner and develop best practice that it reflects the experiences and needs of those delivering International Partnerships today and in the future.

The guide aims to support practitioners in TVET colleges to embed an International Partnership Ecosystem seamlessly into college strategic and operational plans, and to apply tested ideas and good practice to their own approach. Senior Management should also find it valuable as they consider the place of International Partnership in their faculty departments and schools. Heads and members of Senior Leadership teams may find the 'Baseline per Partner' and 'What we did' sections of particular interest.

1.2 Context

International collaboration or partnership in the business community is alive and well with business mergers and acquisitions accounting for greater integration and internationalisation of ownership structures. Many companies, no matter where they are located, are connected as part of a global network of parent or sister companies, supply chains and customer bases, seeking to create a unique and sustainable competitive advantage in their sector.



Employees in today's modern economy are more connected and digitally literate than any before them, and the modern economy demands a core workforce that is competent, creative, connected and capable of high performance in a complex and changing environment.

The measure of success of any educational institution depends on how well it responds to this demand as it seeks to provide relevant vocational education and skills. In this context the Northern Regional College vision *'is to be an outstanding provider of training and further and higher*

education, focused on the needs of the modern economy’ including its international dimension. Vuselela TVET College shares this vision as it ‘strives to be a Further Education and Training Institution of excellence in relevant skills and training responsive to the needs of the community, commerce and industry’

With this shared vision mind the Northern Regional College and Vuselela TVET College developed this International Skills Partnership (ISP) to enrich the lives of staff, students and employers by providing an opportunity to participate in international mobility through an international partnership project. Both colleges see international partnership projects as a key driver in building capacity in the lives of individuals, strengthening business processes, enhancing the resources of education institutions and developing FE/HE policy relevant to the needs of the modern economy thereby raising the quality of technical and vocational education and training (TVET) for all.

1.3 Definition

Throughout this ISP project we sought to understand the wider management context not just for facilitating an international partnership but one that actively sought to foster internationalisation as part of an overall entrepreneurial growth strategy. For the purposes of this project we refer to the wider management system as the ‘ecosystem’.

‘Ecosystem: a system, or a group of interconnected elements, formed by the interaction of a community of organisms with their environment. Any system or network of interconnecting and interacting parts, as in a business.’

The term International Partnership Ecosystem refers to the critical elements necessary to be operated in order for it to function. Each element has a defined role or function without which the ecosystem cannot survive and grow. According to Babson College, a leading USA university, entrepreneurial growth in action is based on three key pillars.

- Start with the means at hand (you and your ecosystem)
- Pay only what you can afford (acceptable loss thinking not high risk speculation)
- Enrol others to join your journey (networking to expand your ecosystem)

At the outset of this project college partners held the view that an International partnership Ecosystem should contain seven elements. The extent to which these elements are fully embedded at curriculum level will give an indication of the college’s commitment to international partnerships.

2 International Partnership Ecosystem

In keeping with the three pillars of entrepreneurial growth in action identified by Babson College each partner was asked to complete a Benchmark Self-Audit (start with the means at hand) to establish a baseline for each college partner. Develop a controlled project (pay only what you can afford), and seek to develop additional international partnership projects (enrol others on the journey). This Guide contains the outcomes specified by partners relating to seven elements recognised as *'best practice'* in developing an International Partnership Ecosystem.



2.1 Strategic Intent

There is an entrepreneurial view that ‘vision’ is preceded by ‘discontent’ in other words people and organisations are motivated into action through a desire to change something. Therefore vision with no desire produces a well-meaning vision/mission statement that is not followed up with relevant action.

Strategic intent is the articulation of vision to bring about change in behaviours and actions envisaged and endorsed by the Strategic Leadership Team (SLT). The prospect of international partnership working in a college department or school level is increased when the SLT articulate a vision and way forward that staff and students can buy into. For clarification and standardisation across the two colleges involved in this project the following terms were used:

- **International Strategy** – Overall strategic document that articulating the vision and direction for increasing international activity amongst staff and students.
- **International Policy and Procedures** – General guide for staff on how international activity can be delivered within the wider school/college procedures.
- **International Operational Plan** – Agreed actions, targets and outcomes to be delivered during an academic year.

2.1.1 Baseline by Partner

In our school/college we have an:	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Strategy		NRC VC				
International Policies and Procedures		VC	NRC			
International Operational Plans		VC	NRC			

College	Baseline Score
NRC	8/18 = 44
VC	6/18 = 33

2.1.2 Initial Findings

From the outset of this international skills partnership project both NRC and VC report having an enterprise strategy, policies and action plan albeit at the development stage or a limited start in limited areas. The challenge throughout the project was to develop further the respective international strategies and spread the international activity to departments or schools with limited access to international activity.

2.1.2.1 Possible Actions

- NRC and VC to present the process of how their international strategy, policies and action plans are developed and agreed by SLT

2.1.3 What we did

Following a scoping visit in August 2016 NRC and VC submitted a full application proposal to the British Council for funding under the Skills for Employability fund to undertake an International Skills Partnership (ISP). The ISP proposal was approved and the one year project commenced September 2016. The stated aim of the ISP is to *'Develop a new international partnership that will enhance the student experience by providing opportunities to explore working practices in the Northern Ireland, UK and the North West Province of South Africa.'*



The stated objectives of the ISP are to:

- *Develop a shared approach to problem base learning*
- *Increase the appreciation amongst staff and students of the international context for the world of work*
- *Raise the level of student shared learning*
- *Enhance student employability skills*
- *Personal and professional development of staff working in an international context*

The ISP proposal provides evidence of a shared vision in action is not just a well-meaning statement and signalled out joint ambition to develop policies and plans that include at:

- Policy level - A clear definition of what International Partnerships means at department and school level



- Operational level - Plans with aims and objectives for International Partnerships, put simply and at a high level. What will your department and school look like in two-three years' time if International partnership working is fully embedded?

2.1.4 Distance Travelled by Partner

In our school/college we have an:	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Strategy		NRC VC	VC	NRC		
International Policies and Procedures		VC	NRC VC	NRC		
International Operational Plans		VC	NRC NRC VC			

College	Baseline Score	Distance Travelled Score
NRC	08/18 = 44%	11/18 = 61%
VC	06/18 = 33%	09/18 = 50%

It is noted that through this project both colleges sought to share their understanding of strategic intent and recognise that words alone were not sufficient. A refocus on the college International Strategy led to the development of new policies, procedures and operational plans.

2.2 International Partnership Programme Management and Co-ordination

Programme Management and Co-ordination refers to the level of resources allocated or dedicated to successfully deliver an International Partnership programme. For example this can be a part-time or full-time role. For clarification and standardisation the following terms are used:

- International Champion (support role to develop and implement the International Strategy)
- International Co-ordinators (Heads of Department/School with specific role in developing and implementing policy and operational plans)
- International Project Leaders (lecturers with a specific role in leading international projects)

2.2.1 Baseline by Partner

In our school/college we have...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Champion - FT main job role	VC	NRC				
International Co-ordinators - PT 1-4 hrs/wk	NRC VC					
International Project Leaders - PT hr/project	VC		NRC			

College	Baseline Score
NRC	06/18 = 33
VC	03/18 = 16

2.2.2 Initial Findings

There is limited development in both NRC and VC in the roles of International Champion, International Co-ordinators and International Project Leaders leading to an underdeveloped international capacity. The findings would suggest that one reason for this is untapped capacity is at departmental or school policy level where staff are getting on with the daily business of recruiting, educating and training students and view international activity as a luxury item, something to be considered if time and money are available.

2.2.2.1 Possible Actions

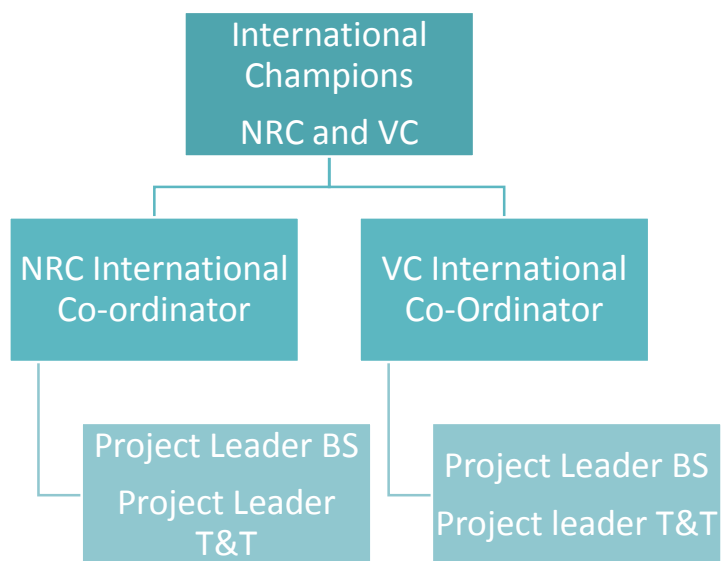
- NRC and VC to examine the link between strategic intent and resources allocated or dedicated to International Partnerships
- NRC and VC to explore the development of roles at department or school level to support the strategic intent

2.2.3 What we did

Past experience from both colleges indicates that when international partnerships are delivered as a standalone projects or a separate activities they become more time consuming and less effective than if it is integrated into the existing curriculum.

A culture of international partnership working cannot be embedded overnight. Even the most successful ‘enterprising’ schools typically began with just one or two subject areas. This has tended to involve teachers/lecturers who are most interested in developing an international dimension into the curriculum (start with the means at hand); consequently additional partnership project proposals are developed and implemented (pay only what you can afford); and share best practice with other departments and schools (enrol others in your journey). This organic approach takes time – 2-4 years or more is not uncommon but when done on a continuous way leads to a culture of international partnership working, rather than just a one-off ‘initiative’.

From the outset NRC and VC identified individuals to undertake specific project partnership roles:



2.2.3.1 International Champions

Irvine Abraham	Northern Regional College, Business Development Manager
Annamarie Pitts	Vuselela College, Programme Manager Business Studies

The two International Champions currently work in a part-time capacity in this role. Both are at middle management level within their respective colleges with this additional responsibility for international development. Irvine Abraham reports to the Head of Business Development and Annamarie Pitts reports to the Deputy Principal for Academic Affairs each of which sits on their respective SLT boards. Irvine and Annamarie's international role is to encourage and support academic staff within their college to integrate international partnerships into their lesson plans and approaches.

Their role also includes keeping project on track and ensure that SLT and relevant stakeholders are aware of progress. Currently they do this by attending meetings, and providing reports for the SLT to discuss implementation and review international activity. Critically their role is to get buy-in at SLT level (strategic intent) and execute the plan.

2.2.3.2 International Co-ordinators

Anne Morrison	NRC Assistant Head of Department Business
Anne Birt-Macartney	NRC Assistant Head of Department Travel and Tourism
Christinah Sebolai	VC Head of Division Business Studies
KB Letshabo	VC Head of Division Tourism Studies

International co-ordinators were nominated by NRC and VC at a parallel level within the respective colleges at Assistant Head of Department (NRC) and Head of Division (VC). Their role in the ISP is to ensure resources are released to make the project happen. Invariably this included making adjustments to the curriculum timetable to allow additional partnership working to take place, arranging cover for staff on mobility visits, purchasing additional resources, liaising with other academic and support departments when necessary and generally ensuring the project inputs, targets and outcomes are capable of being delivered in a timely manner.

Their role also included participating in, or contributing to, a two-way international study visit to share ideas to develop and ultimately implement a model of '*best practice*' for International Partnerships that could be used for staff development.

2.2.3.3 International Project Leaders

Anne McCallum	NRC Lecturer Business Studies
Karen McLeod	NRC Lecturer Travel and Tourism
Christinah Sebolai	VC Lecturer/HOD Business Studies
Marlene van Tonder	VC Lecturer Tourism Studies

Four International Project Leaders were identified and appointed (2 at NRC and 2 at VC). Their role in the ISP is to deliver the project with students. Invariably this included making adjustments to identified assignments in Business Studies and Tourism respectively to ensure they meet the project brief, work with students through '*problem-based learning*' (PBL) techniques to integrate an international dimension into the learning process, re-define assessment criteria as appropriate and generally ensuring the project inputs, targets and outcomes are delivered in a timely manner. Their role also included participating in, or contributing to, a two-way international study visit to share ideas and contribute to the development of a model of '*best practice*' for International Partnerships that could be used for staff development.

2.2.4 Distance Travelled by Partner

In our school/college we have...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Champion - FT main job role	VC	NRC VC	NRC			
International Co-ordinators - PT 1-4 hrs/wk	NRC VC		NRC VC			
International Project Leaders - PT hr/project	VC		NRC VC			

College	Baseline Score	Distance Travelled Score
NRC	6/18 = 33	09/18 = 50
VC	3/18 = 16	08/18 = 44

This ISP was an opportunity to monitor and measure the amount of input hours required for each of the respective roles. All project staff participants provided additional support to the project with significant input hours on a volunteer basis reported.



During the lifetime of the project NRC appointed a full-time international champion reporting directly to the Vice Principal Teaching and Learning. For VC this remains a part-time position. The international coordinator role is confirmed as 1-2 hrs per week during the live project. International project leaders reported significant input hours to redefine assignment, collaborate with partners and motivate students into taking part. During the active part of the project this intensified to additional 15-20 volunteer hrs per week.

2.3 Recruitment and Selection of Staff and Students

Recruitment and selection methods are designed to stimulate interest amongst student groups in engaging with and participating in an international programme.

For many activities seen as additional the following recruitment methods are typically used.



2.3.1 Baseline by Partner

In our school/college we offer...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Posters, Flyers, Prospectus to promote international activity	VC	NRC				
Dedicated International Awareness programme	NRC VC					
Presentations to classes by International Champions/Co-coordinators (internal)		VC	NRC			
Presentations to classes by International (Guest speakers/external)	VC	NRC				
Celebration events – Awards to students			VC	NRC		
Induction/Fresher's week – Start of college promotion to students			VC	NRC		
School/College website page(s) dedicated to international programme during school year		NRC VC				
Promote external international networking events	NRC VC					

College	Baseline Score
NRC	19/48 = 39
VC	14/48 = 29

2.3.2 Initial findings

Overall the promotion of international opportunities at both colleges for staff and students is low or patchy. There is some evidence of good practice, but nothing that would suggest '*best practice*' on a college wide basis. The implementation of this ISP has the potential to raise the level of awareness of the opportunities open to staff and students to work with international partners.

2.3.2.1 Possible actions

- NRC and VC to raise the visibility level of international activity

2.3.3 What we did

2.3.3.1 Recruitment of Staff



During the ISP project proposal stage staff were invited to submit academic assignments that may be used as case-studies for the development of an international dimension. The response from staff influenced the academic subject areas that NRC and VC could jointly work on (start with the means at hand) and Business Studies and Travel & Tourism staff were selected as International Project Leaders (IPL) to participate in this ISP.

Lecturer	Class	College and Campus
Anne McCallum	Lecturer Business Studies	NRC Coleraine campus
Karen McLeod	Lecturer Travel & Tourism	NRC Ballymena campus
Christinah Sebolai	Lecturer/HOD Business Studies	VC Klerksdorp Campus
Marlene van Tonder	Lecturer Tourism	VC Potchefstroom Campus

2.3.3.2 Selection of Students

International co-ordinators met with academic staff (IPL) to identify and meet with specific class groups (start with the means at hand) to discuss the ISP programme and provide students with some sense of commitment from the college (pay on what you can afford) to secure their commitment to the project (enrol others on the journey).



It was fully understood by all staff and students that while all effort was undertaken to embed this project into existing assignments additional time, effort and work will be required to complete this ISP. All students willingly gave their consent to participate.

2.3.4 Distance Travelled by Partner

In our school/college we offer...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Posters, Flyers, Prospectus to promote international activity	VC	NRC VC	NRC			
Dedicated International Awareness programme	NRC VC VC		NRC			
Presentations to classes by International Champions/Co-coordinators (internal)		VC	NRC NRC VC			
Presentations to classes by International (Guest speakers/external)	VC VC	NRC	NRC			
Celebration events – Awards to students			VC	NRC VC	NRC	
Induction/Fresher's week – Start of college promotion to students			VC	NRC VC	NRC	
School/College website page(s) dedicated to international programme during school year		NRC VC	NRC VC			
Promote external international networking events	NRC VC	NRC VC				

College	Baseline Score	Distance Travelled Score
NRC	19/48 = 39	27/48 = 56
VC	14/48 = 12	20/48 = 41

The methods used to recruit and select staff and students proved critical in the overall success of the ISP. Getting buy-in from staff at the proposal stage proved invaluable in making a good start and involving students in the preliminary discussions also raised their levels of motivation. A sense that we, the college, were investing in them (staff and students) was evident throughout the project.

2.4 Delivery Methods

Delivery methods will be specific for each college and may also differ for individual student groups. For the purposes of this Self Audit three options for delivery have been identified:

Option 1 - International Partnership Embedded in an Existing Course

International partnership programme embedded into an existing professional and technical course programme. Therefore, the outcome of the professional and technical course is dependent on the student completing the international partnership element of the course. In this scenario all students in the class follow the same programme.



Option 2 - International Partnership as an Additionality to an Existing Course

The opportunity to participate in an international partnership is offered as an additional activity associated with the course of study. Therefore, the outcome of the professional and technical course is not dependant on the student completing the international partnership element. In this scenario staff and students are pre-selected, possibly as a small group, for the additional international partnership programme which may be delivered in-course with or without additional timetabled hours.

Option 3 - International Partnership as Additional Experience



The opportunity for staff or students to participate in an International Partnership programme through a project not linked to any course or qualification. In this scenario staff or students self-select and apply to participate in the additional international partnership experience which may be delivered in ad-hoc way.

2.4.1 Baseline by Partner

In our school/college we offer...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Partnership Embedded in an Existing Course	VC	NRC				
International Partnership as Additionally to an Existing Course	VC	NRC				
International Partnership as Additional Experience		VC	NRC			

	Baseline
NRC	07/18 = 39
VC	04/18 = 22

2.4.2 Initial Findings

In the majority of cases the main tool for implementing an international dimension is through Option 3 'additional experience' in other words outside the scope of the main teaching and learning and provided as an additional external student experience. Considerable work is required to 'up our game' and fully embed the concept of internationalisation in all curriculum areas.

The baseline indicates that overall the delivery of international opportunities at both colleges for staff and students is at the development stage or at best a limited start in some areas. There is some evidence of good practice through the delivery of international partnership programmes funded through Erasmus+, British Council, Study USA. Both colleges have commenced a journey towards embedding international partnerships in all areas. The implementation of this ISP has the potential to develop an international partnership in a curriculum area currently with now/low exposure to international activity.

2.4.2.1 Possible Actions

- NRC and VC to select curriculum areas with low/no international activity
- Consider Option 1 or 2 as a model for delivery

2.4.3 What we did

Many teachers are concerned that this will add to their workload, or that it is not relevant to their subject. It's helpful to have some clear messages that will resonate with staff and students.

- The most important message to get across is that this needn't be a time consuming role. Many lecturers/teachers discover that some of their curriculum activities are already 'international' and that a few tweaks are all that is needed.
- Strategically the SLT has agreed that an international dimension is integral to all VET/HigherVET learning pathways as it adds value to the existing curriculum as well as enriching the lives of participants

There is empirical evidence to support the view that staff and student participation international partnerships increase in learner confidence and motivation. Staff involved in International Partnerships routinely state that *'it has made a large contribution to increasing their learners' confidence*



and motivation as young people are exposed to different learning styles and cultures, which in turn helps them to feel more capable and confident in their own abilities.'

Following on from the staff selection it was further decided that realistically not all Business Studies and Travel & Tourism students could be involved in the ISP and a comparative read over between the UK and SA qualifications noted commonality between the UK Level 3 National Diploma (ND) and the SA Level 2 National Certificate Vocational (NCV) and N6 National Certificate (R191). It was agreed that one Level 2 / Level 3 / N6 class from Business Studies and Travel & Tourism at each college be identified and participate in the ISP. The International Champion supported by the International co-ordinators presented the ISP project to prospective staff and student groups. The following class groups were nominated to participate (Pay only what you can afford)

Lecturer	Class	College and Campus
Anne McCallum	L3 ND Business Studies	NRC Coleraine campus
Karen McLeod	L3 ND Travel & Tourism	NRC Ballymena campus
Christinah Sebolai	L2 NCV Business Studies	VC Klerksdorp Campus
Marlene van Tonder	National Certificate N6 Tourism	VC Potchefstroom Campus

Other student groups were made aware of the ISP project by participating in enrichment activities, for example the media students were invited to record the international activity and produce short promotional videos (enrol others to join your journey).

2.4.4 Distance Travelled by Partner

In our school/college we offer...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
International Partnership Embedded in an Existing Course	VC	NRC VC			NRC	
International Partnership as Additionally to an Existing Course	VC	NRC VC			NRC	
International Partnership as Additional Experience		VC	NRC VC		NRC	

College	Baseline Score	Distance Travelled Score
NRC	07/18 = 39	15/18 = 83
VC	04/18 = 22	07/18 = 39

Our initial though process was to adopt Option 2 approach and include the ISP as additionality and the outcome of the professional and technical course is not dependant on the student completing this international partnership element. However as the project evolved it was evident that rather than doubling up assignments (one for the qualification and one for the project) it was much more efficient and much more rewarding for students to work on one assignment that met both outcomes (option 1).



2.5 Programme Content

The programme content will vary greatly depending on the type of delivery method chosen (see section 2.4 embedded, additionally or experience) and the level of international integration required by the chosen project. For example the EU recognises eight areas of transversal or internationally relevant competencies required to make individuals more flexible and mobile, and therefore responsive to the needs of a modern economy. The programme content of any international partnership must at least consider the level and extent to which these eight transversal competences are being addressed.

1. Communication in the mother tongue
2. Communication in a second language
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competence
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression.

It is stressed that these competences should be regarded as equally important, since each can contribute to a successful life in a modern economy. To some extent, they overlap and interlock. However some may feature more prominently than others on a project by project basis.



2.5.1 Baseline by Partner

In our college we develop transversal skills in... in...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Communication in the mother tongue		VC				NRC
Communication in a second language	NRC					VC
Mathematical competence and basic competences in science and technology				VC		NRC
Digital competence		VC			NRC	
Learning to learn				VC	NRC	
Social and civic competence			VC	NRC		
Sense of initiative and entrepreneurship			VC	NRC		
Cultural awareness and expression.			NRC VC			

College	Baseline Score
NRC	34/48 = 70
VC	26/48 = 54

2.5.2 Initial Findings

The dominant feature of any enterprising project is the use of '*project-based-learning*' (PBL) approach. PBL embracing the '*Learn-to-Learn*' concept of developing innovative and creative solutions to problems and using digital technology, setting goals, milestones and monitoring own performance. The development of interpersonal skills through communication in a second language is much stronger in SA than in the UK however the situation is reversed in relation to digital competence.

2.5.2.1 Possible Actions

- NRC and VC to adopt the use of PBL in the development on the programme content

2.5.3 What we did

There was a strategic intent to shift from the narrow approach of international partnership as an 'experience' (Option 3) to developing as project considered as 'additionally' (Option 2) or even 'embedded' (Option 1). The outcome from this shift offered the potential for programme content

that includes meaningful international context in the chosen professional, technical or vocational area as a means of satisfying creativity and innovation.

Lecturing staff (IPLs) looked closely at their respective courses and identified a module/unit and assignment/assessment that could be used to develop an international dimension.

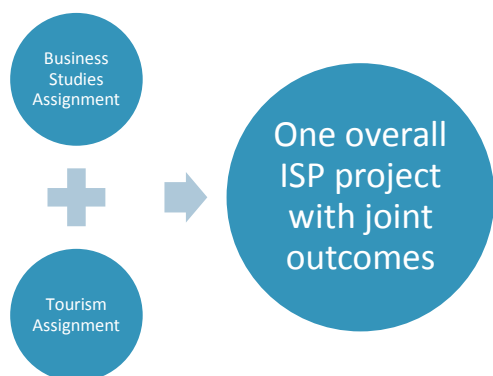
Lecturer	Module / Unit
Anne McCallum	BTEC Extended National Diploma In Business Unit 9: Creative Product Promotion Assignment 1 - Designing a promotional campaign
Karen McLeod	Level 3 Extended Diploma Travel & Tourism Unit 17; Events, Conferences and Exhibitions Assignment 1 - Exploring the Events, Conferences and Exhibitions industry in the UK
Christinah Sebolai	NCV Level 2 Office Administration (Life Orientation) Topic 4: Citizenship Subject Outcome 4.3: Volunteer in a community project
Marlene van Tonder	National Certificate N6 Tourism (Travel Services) Module 6: Tour planning and budgeting, including itinerary and routing, car hire, travel insurance and hotel reservations Practical Assignment 3: Plan and design a complete travel pack for an educational tour in SA



Modules were discussed with the respective International Champions and International Co-ordinators and assignment briefs were modified to meet the requirements of the ISP and include an international dimension. The overall ISP project was discussed with business studies and tourism students to ensure overlap between both assignments.

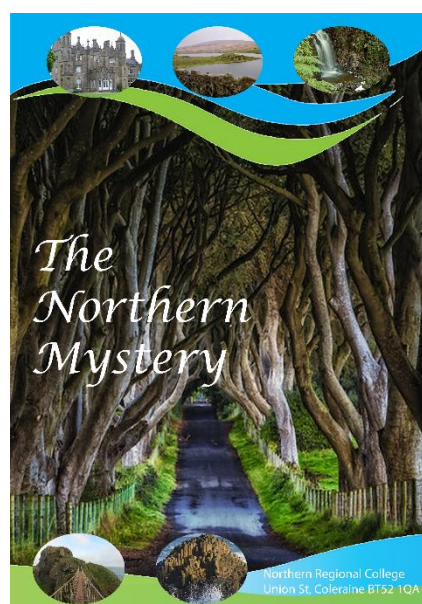
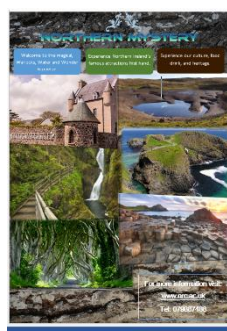
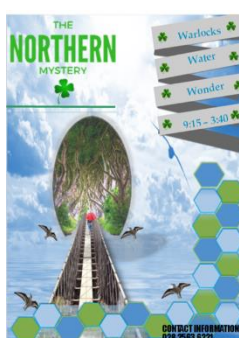
2.5.3.1 Northern Regional College programme content

The method adopted by NRC was to bring the Business Studies and Travel & Tourism students from two different departments together in a way not done before (silo busting). This approach brought an enhanced learning opportunity enabling students to act as clients/customers in a real-world context.



In this model the Business Studies students acted as a consultancy ‘*Design House*’ responding to a marketing brief created by Travel and Tourism Students acting as a ‘*Tour Operator*’ seeking to develop a new bus tour marketed at international visitors.

Business Studies students worked on the development of a slogan and associated marketing materials and Travel & Tourism students worked on the budget, itinerary and logistics. Student groups worked individually on some elements of the programme and came together to confirm understanding of the design brief and present ideas. Overall the Business Studies students presented the Travel and Tourism students with three options to choose from. Media students were invited to video record some joint project working activities. See below for NRC Business Studies assignment brief.



2.5.3.2 Vuselela TVET College programme content

The method adopted by VC was more traditional in its approach providing for two separate projects for Business Studies and Travel & Tourism students. Nonetheless this approach also enabled students to act as clients/customers in a real-world context.



In this model Business Studies students developed their 'life orientation' skills in an international context volunteering with charity organisations while Tourism students modelled their project similar to NRC and developed a travel pack for international visitors to the Durban region of South Africa.



Business Studies students enhanced their awareness of the needs around them by becoming active citizens in preparing food and serving in a 'soup kitchen' cared for the elderly and critically ill in a hospice and participated in fund raising campaigns. Tourism students integrated theoretical knowledge in a practical manner, involving different skills and resources. They interacted

with different stakeholder organisations in verbal and non-verbal way to source information, obtaining quotations and plan and compile a final product. The project proved to be a valuable learning experience for the students regarding leadership and team work.



2.5.4 Distance Travelled by Partner

In our college we develop transversal skills in... in...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Communication in the mother tongue		VC	VC			NRC NRC
Communication in a foreign language	NRC	NRC				VC VC
Mathematical competence and basic competences in science and technology				VC		NRC NRC VC
Digital competence		VC			NRC VC	NRC
Learning to learn				VC	NRC VC	NRC
Social and civic competence			VC	NRC VC	NRC	
Sense of initiative and entrepreneurship			VC	NRC	NRC VC	
Cultural awareness and expression.			NRC VC		NRC VC	

College	Baseline Score	Distance Travelled Score
NRC	34/48 = 70	41/48 = 85
VC	22/48 = 45	39/48 = 81

We learnt that embedding International Partnerships within the curriculum is not a quick win, and it will take more than a one-off project or occasional support from employers. Tackling this challenge in small steps (pay only what you can afford) will make it more rewarding, and by building on these successes (enrol others in your journey) colleges are more likely to embed an international approach for the long term.



2.6 Programme Enrichment

Programme enrichment refers to any aspect of the programme that goes beyond the stated or declared intention and can be used to bring to life the aspects of the international partnership being developed. Typically this will include international study visits to share practice and exchange ideas or some other source of localised practical outworking of the project. It can include the use of external contributors such as local business owners, stakeholder organisations and/or prominent speakers in specialist subjects. The added value of incorporating an external dimension such as guest speakers cannot be underestimated and the reported benefits included:

- Study visits provide opportunities to co-operate and share best practice as well as broaden cultural awareness and expression
- Owner/Managers of local businesses are happy to give something back to society;
- International entrepreneurs (Role Models) significantly increase entrepreneurial activity amongst staff and students; and
- Guest Speakers are passionate about their subject and transfer this passion to staff and students
- Stakeholder organisations to present international opportunities



2.6.1 Baseline per Partner

In our school/college we use the following external contributors...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Study visits		VC	NRC			
Owner/managers of local businesses		VC	NRC			
International entrepreneurs (Role Models)	VC		NRC			
Guest Speakers (interpersonal skills)		VC	NRC			
Guest Speakers (international business skills)	VC		NRC			
Stakeholder organisations	VC			NRC		

College	Baseline Score
NRC	19/36 = 53
VC	09/36 = 25

2.6.2 Initial findings

Both colleges endorse the use of additional activities that can enrich projects and both engage with the business community where possible. However, due to the constraints of course timetables these enrichment activities are restricted and rely heavily on individual lecturers volunteering to developing their own business network and exploiting favours from the business community.

2.6.2.1 Possible Actions

- NRC and VC to develop a strategic approach to employer engagement on international partnerships

2.6.3 What we did

2.6.3.1 Study Visits

All study visits followed an agreed programme and itinerary of meeting, events, showcase demonstrations, employer visits, student presentations to share experiences and develop best practice in participating in an international partnership.

- NRC study visit to VC - Scope the project and complete the project proposal
- Attended the Bringing the Learning Home (BTLH) conference in Amman Jordan. Meet partners and learn from previous ISP participants
- VC Study Visit to NRC – Tour of campuses, meet staff and students, visit companies and agree format of project assignments
- NRC study visit to VC - Tour of campuses, meet staff and students, visit companies, finalise assignments and agree format for case-studies.
- VC Study visit to NRC – Tour of campuses, meet staff and students and participate in live case-study
- NRC study visit to VC – Complete the Final Report and participate in a joint dissemination event

2.6.3.2 *Bring PBL to life*

The study visits were an opportunity for staff to meet with students and share information relating to the international skills project. Staff formally addressed student groups across all campuses highlighting life experiences and opportunities for students in their respective countries. During the study visit by NRC to VC students presented their research into the hospitality industry. They investigated ‘how and why’ some hoteliers and B&B accommodation were at full capacity and why others were not. This gave them a valuable insight into what works and provided significant learning when developing the tour guide for the Durban and surrounding Mountains area.



During the study visit by VC to NRC staff from VC were taken on the actual bus tour devised by the Travel and Tourism students and marketed by the Business studies students. Travel and Tourism students acted as staff from a real-life ‘Tour Operator’ to meet and greet international visitors (VC Staff)

and provide them with their itinerary for the day. Travel and Tourism students acting as tour guides had pre-prepared speeches while in the bus explaining the highlights on the way and providing

valuable information for international visitors during the six scheduled stops. Media students accompanied the tour recording the event and producing a short promotional video.

2.6.4 Distance Travelled by Partner

In our school/college we use the following external contributors...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Study visits		VC	NRC VC		NRC	
Owner/managers of local businesses		VC	NRC VC		NRC	
International entrepreneurs (Role Models)	VC	VC	NRC	NRC		
Guest Speakers (interpersonal skills)		VC	NRC VC		NRC	
Guest Speakers (international business skills)	VC	VC	NRC		NRC	
Stakeholder organisations	VC VC			NRC	NRC	

	Baseline	Distance Travelled
NRC	19/36 = 53	29/36 = 80
VC	09/36 = 25	14/36 = 38

Developing cross-curricular PBL project activities can enhance students' engagement with, and understanding of, a range of subject areas without the need to go external. Where projects are cross curricular, students learn how different subjects are applied together in real life.

Cross-curricular PBL projects can be thematic such as climate change or fair trade. These offer the opportunity to teach a range of subjects around a central theme. Schools that have done this successfully



have started with a couple of subjects where there was an obvious fit and where the lecturers were enthusiastic. For example a sports and languages PBL project based on the Olympics has a natural international dimension as well as a cross-curricular dimension.

The inclusion of International Partnerships adds significant value to Work Based Learning (WBL) and vice versa. PBL projects with an international dimension can provide a vehicle for developing students' transversal competencies making them better prepared for the world of work. Conversely students/trainees/apprentices in the world of work have some international experience that they can bring to the learning process. This becomes easier when a school adopts a broad definition of transversal competencies as many of the skills considered to be transversal are also enterprise and employability skills.



Employers with an international dimension add significant value to international PBL projects. Their involvement is crucial in bringing the world of work to life and helping lecturers and students to see how the PBL activity is relevant to the workplace. Employers can assist with the development of scenarios and activities that bring project theory to life.



2.7 Celebrating Success

Providing an end of programme event can be a contractual requirement and is usually undertaken to showcase the project aims, targets and outcomes; celebrate the success of participants and meet the needs of external funders. However there are significantly more benefits that derive from celebrating success.



- Build a Brand- International opportunities is for everyone
- Develop VET staff and students' awareness of the wider international requirements for employment/self-employment
- Promote programmes that inspire VET staff and students to develop learning that increases employment opportunities
- Encourage employers to act as learning opportunities for students
- Encourage students to act as resources for local employers
- Increase student social capital and business etiquette skills



2.7.1 Baseline per Partner

In our college we celebrate success by...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Hosting an Award Ceremony for every programme			NRC VC			
Host an overall Award Ceremony				VC		NRC
Enable students to attend external Award Ceremonies	VC				NRC	
Develop case-study materials and put up posters		VC	NRC			
Develop case-study materials and put onto school/college website	VC	NRC				
Host dissemination events for stakeholder organisations	VC		NRC			
Attend dissemination events by stakeholder organisations		VC	NRC			
An assessment and review mechanism of the school international programme		VC			NRC	

	Baseline
NRC	30/48 = 62
VC	16/48 = 33

2.7.2 Initial Findings

The primary driver for celebrating success appears to be compliance with a programme criteria or as a marketing tool to generate publicity and attract new students. In this context it is viewed as 'confirming success' rather than 'celebrating success' and is viewed as an outcome or something to mark the completion of a course, event or programme.

2.7.2.1 Possible Actions

- NRC and VC to work with respective SLTs to develop a strategy in 'celebrating' success not just marking the completion of an event.
- Develop a toolkit for students to track transversal competencies

Just as an enterprising teaching style embraces a variety of teaching and learning methods, so should International CPD. A combination of one-to-one, group activities, peer support and expert input will ensure there is variety and interest for members of staff.

Start small – initial CPD should focus on the meaning of International and on helping staff identify how they are already embedding International. International Champions can use the International Strategy and policies as the basis for this session to ensure that there is consistency in how International Partnerships are talked about.

2.7.3 What we did

2.7.3.1 *A Student Perspective*

Where certificates or diplomas are awarded student performance is measured as sub-set of college performance, in other words how has the college performed in recruitment, retention and success terms. Evidence from student surveys suggest students are in favour (85% per cent) of the attainment of a certificate as evidence of participation and if available they are more intrinsically motivated to participate. By contrast a programme where no qualification or award students are less likely to participate. In other words unless there is some tangible recognition student are less likely to participate.

A 'Transversal Competency Record' or similar can help students to record their achievements. These usually include page(s) for each transversal competency with the entries signed off by a lecturer. The Record demonstrates to students just how much international activity they do and the value it brings to their studies. It also enables them to articulate their skills and the value these bring to an interview situation.

2.7.3.2 *A Staff Perspective*

International CPD needn't be lengthy or time consuming. For example, a couple of hours writing up a study visit, lessons learned and how to apply is useful reflection and may also be developed into case-studies to encourage others on a Staff Development day. Peer learning, mentoring and one-to-one support can be very time efficient – a few minutes at a time spread over the course of the term. Introduce international partnerships in a short sharp session at a Staff Development day to cover what is it, why it matters, what are we already doing that is international and what can we build in to our lessons as an easy first step.

2.7.3.3 Specific actions taken

- NRC – Attend PEARL Conference (Pathways to Enhanced Assessment and Recognition for those Achieving Learning within and beyond national borders) to develop thinking in how to formally recognise non-formal/in-formal learning in an international context
- NRC - New International structure and proposed Staff CPD programme for International Co-ordinators and International Project Leaders
- VC - Lecturer development Programme with emphasis on moderation, assessing competencies, learning resources and developing an excellent learning programme
- VC – Enterprise Passport for Level 4 NC(V) students

2.7.4 Distance Travelled by Partner

In our college we celebrate success by...	Not thought off	In development stage	Limited Start / Limited Areas	Limited Start / All Areas	Embedded / Limited Areas	Embedded / All Areas
Score	1	2	3	4	5	6
Hosting an Award Ceremony for every programme			NRC VC	VC	NRC	
Host an overall Award Ceremony				VC		NRC NRC VC
Enable students to attend external Award Ceremonies	VC	VC			NRC NRC	
Develop case-study materials and put up posters		VC	NRC VC		NRC	
Develop case-study materials and put onto school/college website	VC	NRC VC	NRC			
Host dissemination events for stakeholder organisations	VC	VC	NRC		NRC	
Attend dissemination events by stakeholder organisations		VC	NRC VC		NRC	
An assessment and review mechanism of the school international programme		VC	VC		NRC NRC	

College	Baseline Score	Distance Travelled Score
NRC	30/48 = 62	39/48 = 81
VC	16/48 = 33	25/48 = 52

3 Conclusions

3.1 Growth in International Partnership Ecosystem

3.1.1 Definition

‘The process of improving some measure of an enterprise's success. Business growth can be achieved either by boosting the top line or revenue of the business with greater product sales or service income, or by increasing the bottom line or profitability of the operation by minimizing costs.’ www.businessdictionary.com/definition/business-growth.

‘Business Growth is a stage where the business reaches the point for expansion and seeks additional options to generate more profit. Business growth is a function of the business lifecycle, industry growth trends, and the owners desire for equity value creation.’ www.attractcapital.com/business-growth.

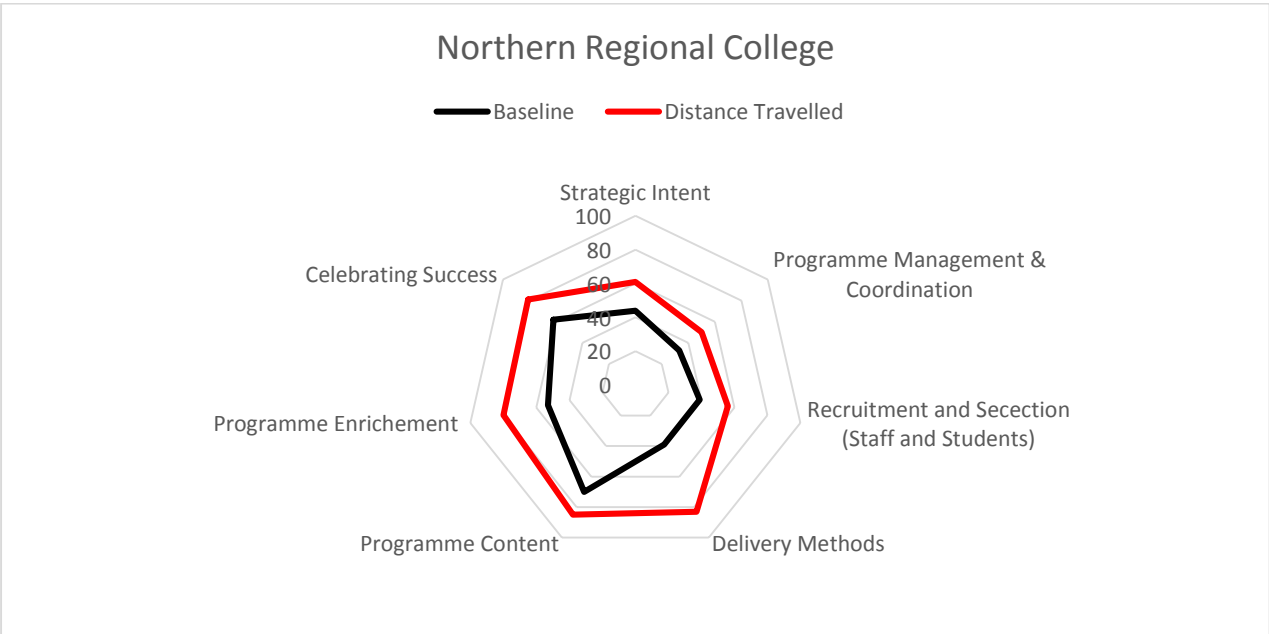
There are many and varied definitions of business growth and the two listed above are but a few of them. The first definition focuses on maximising sales and while reducing costs however the second introduces the concept of *‘equity value creation’* or increasing the share capital but what does this mean for a non-profit, public sector organisation?

There is requirement for all publically funded organisations, including colleges, to live within their means therefore increasing share capital is more accurately measured in stakeholder engagement, student satisfaction and reputational ranking. The International Partnership Ecosystem model provides a ‘baseline’ against which a measurement of ‘distance travelled’ or ‘growth’ in all these areas and provides a platform for sustained growth in the medium-long term.

3.1.2 Northern Regional College Growth

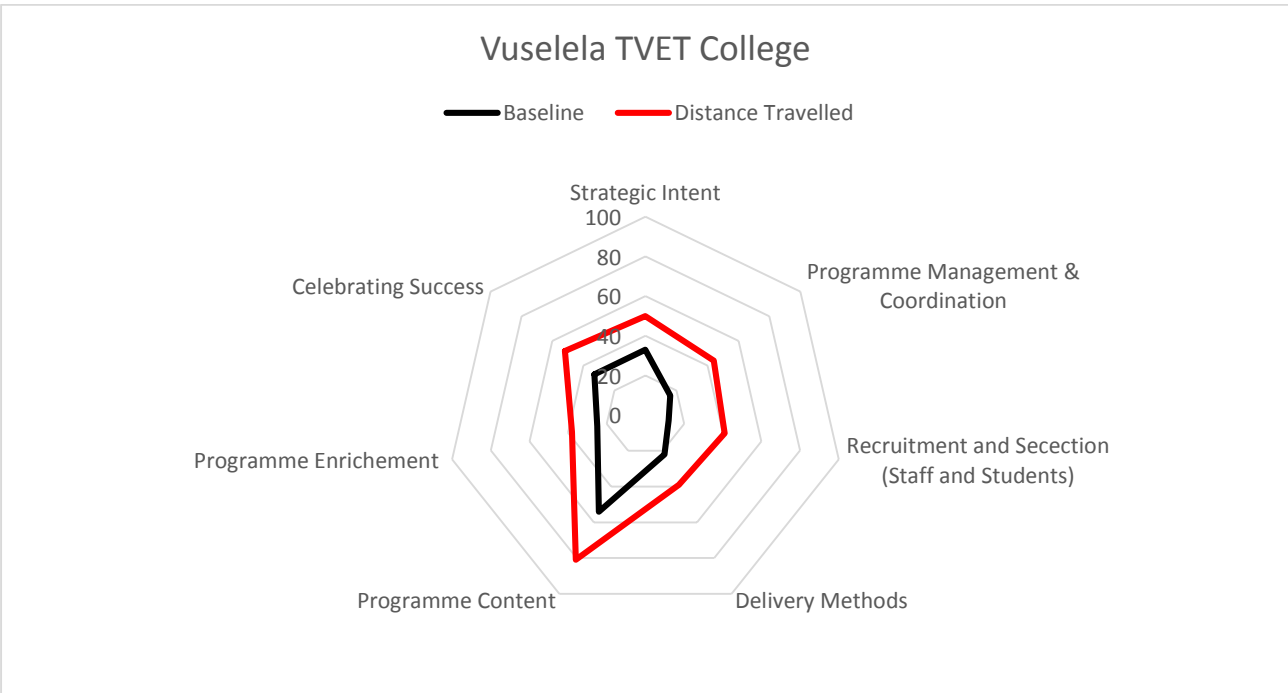
By participating in this ISP the Northern Regional College extended its international partnership arrangements beyond Europe. The recognition of two lecturers as International Project Leaders proved invaluable and significant growth in delivery methods, programme content and programme enrichment was evident. New international strategy and the appointment of a full-time International Champion during the lifetime of this project will lead to growth in programme

management and coordination as well as rolling out international partnerships with other curriculum areas.



3.1.3 Vuselela TVET College Growth

Vuselela TVET College is not as well resources as its UK counterparts, however it too experienced growth in all areas. Through this project the college strengthened its strengths in programme content and significantly increased its capacity to develop international partnerships, going forward.



3.1.4 Challenges

This is a one year project whereby two colleges meet for the first time during the project proposal stage. In some instances our expectation exceeded our reach and ‘keeping it simple’ was the overriding principle that kept both colleges on board and on target. The primary challenge is to keep to commitments made at the application stage and both colleges struggled to meet targets in relation to dissemination.

4 Benefits and Impact

4.1 Benefits

It is difficult to quantify the overall benefits to each college, its staff and students. The following benefits have been identified.

- Sharing of best practices between the two colleges has led to the development of strategic thinking and management practices in developing international partnerships.
- Through the study visits lecturers experienced the approach towards teaching and learning in each country leading to the ‘internationalisation’ of the curriculum in Business and Travel and Tourism
- The project provided the opportunity to collaborate between academic areas (Business Studies and Travel & Tourism) and develop complimentary assignments upon which skills and competence could be assessed.
- Opportunity to work in a broader international context through an advanced partnership and further develop the Ecosystem

4.1.1 Participants view

Staff (Lecturers and Management)

- *‘Made me realise that despite us as lecturers teaching different subjects, at the end the goal is the same.’*
- *‘In the short term, the Skills Partnership between the colleges led to a brilliant Event Management Project- which fully ties in with the Level 3 Travel and Tourism curriculum and ethos. This was an event deliberately planned to meet specific learning objectives of a unit of study on the Extended Diploma Travel and Tourism programme at NRC.’*

- *‘Fantastic exposure and intrinsic motivation.’*
- *‘Networking and information sharing is of paramount importance.’*
- *‘Taking part in the International Skills Partnership was an amazing experience. Visiting the South Africa colleges was very informative. It is such a great way of sharing cultural and educational information. Our students also benefited hugely from meeting the South African lecturers just by hearing the differences in young people’s lives from our country to their country. It will be great to try and keep up these links in the future.’*
- *‘As a lecturer with 23 year's teaching experience in further education, 21 years in NRC, this project has without doubt been my highlight. It has been invaluable development both personally and professionally and one that will have an impact on my travel and tourism classroom teaching and planning for the duration of my career!’*

Students

- *‘While doing the case study assignment I’ve had the chance to see how charity is run. I’ve gained in valuable experience in campaigning, communicating effectively, lobbying and promotion. It’s given me the opportunity to put the skills from my Life Orientation theory class into practice.’*
- *‘I loved participating in the final trip and even sourcing the goody bags of N. Ireland treats for our international visitors. Some of this work involved me working outside class time- I even visited a market to source “dulse” and “yellowman” to help show case NI treats to the South African visitors. I also used the PA system on the tour bus to deliver my own presentation and address on The Giant’s Causeway. Some of this felt quite scary as a prospect but over the last two years I have become much more confident and I applied knowledge and learning from my World Host Principles of Customer Care programme and really specifically from the World Host Ambassadors/Welcoming Tourists programme and Services Across Cultures Programme. This project really made all this learning REAL!’*

4.2 Impact on the partners

There is clear evidence to show that partners sought to implement the learning from the project.

This learning took various formats and different levels, including:

- NRC - New structure and International champion role developed
- NRC – Development of a new International Strategy

- NRC/VC New teacher/trainer training material (CPD)
- NRC/VC New pedagogy (business studies, life orientation, travel and tourism)
- Use of International partnerships to develop transversal competencies
- Implementation of new assessment methodology within the VET provider sector

4.3 Impact on groups and stakeholders

There is evidence to show that partners sought to share the learning from the project with a wider stakeholder network. Primarily, partners used video conferencing, social media and presentations to share the activities, learning outcomes and practical tools developed during the lifetime of the project.

4.4 Impact on local, regional and/or international levels

Local - There is evidence that partners engaged locally to promote the ISP project. Each partner sought to tell their own constituents about the project through the use of their own website, social media channels, meetings, events, workshops and conferences. Learning from the ISP project has been embedded into new teacher/trainer programmes, course modules and assessment practice at both NRC and VC. Such is the value of the learning from the ISP project both colleges have significantly changed their approach to the implementation of Problem Based Learning (PBL) and the assessment of transversal competencies flowing from this approach.

Regional - Partner sought to influence the thinking of their contemporaries in similar networks e.g. college to college networks, each seeking to demonstrate the strength of the learning for them. There is clear evidence to show that for the TVET sector the key impact this ISP had was on the development of PBL techniques in an international context

International - At international level partners would welcome the opportunity to promote this International Partnership Ecosystem on an international platform such as the BTLH conference 2018.



5 Appendices

5.1 NRC Business Studies and Travel and Tourism Assignments

Qualification	BTEC Extended National Diploma In Business
Unit number and title	Unit 9: Creative Product Promotion
Learning aim(s) (For NQF only)	LO 1
Assignment title	Assignment 1 Designing a promotional campaign
Assessor	Anne McCallum
Hand out date	
Hand in deadline	

Vocational Scenario or Context	<p>Background</p> <p>Your class has been asked to get involved in creating a promotional campaign for a local bus tour company. The company is organising a tourist trail showcasing the fabulous north coast tourist offer to international visitors to Northern Ireland. This is part of the International Skills Partnership funded by The British Council.</p> <p>The tour bus company theme is to be ‘Witches, Warlords and Water’ and they will invite the international visitors to participate in the bus tour and learn more about Northern Ireland tourism and specifically the north coast.</p> <p>As a marketing team you have been asked to work with this local bus tour company. You have to plan and prepare a promotional campaign encouraging international tourists to choose their particular tour. Your independent expertise will help the company to ensure they ‘Get it Right’.</p>
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Task 1	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
P5	<ol style="list-style-type: none"> 1. Design a slogan for the Witches, Warlords and Water 2. An A3 colour poster to be displayed by Tourism NI and visitor centres 3. An A5 colour leaflet (Microsoft Publisher) 4. Press- A newspaper article (PR) that will be published in the local ‘whats-on guide’ newspaper (Word) 5. Outdoor advertising -Moving outdoor billboards, vans and electronic advertising board for the buses that would be used. 6. A 30 second radio advert (The advert will then be played back to the class. The groups will receive written and verbal feedback from the class and tutor.) 7. 1 minute video advert (Video evidence) This advert is aimed at attracting international visitors to book a place on the bus tour 8. Website- design a page that could be put into the company website 9. Look at the Company facebook page and twitter and draw up an article for it. 10. Promotional gifts – eg. Key rings, drinking bottles, bags etc

Qualification Title and Level:	Level 3 Extended Diploma Travel & Tourism Semester 2	Qualification Number:	NR845
Unit Number and Title:	17 Events, Conferences and Exhibitions	Unit Code:	J/600/96 21
Assignment Title:	Exploring the Events, Conferences and Exhibitions industry in the UK	Assignment Duration:	10 hours
Assessor Name:	Karen McLeod		

Assignment Summary

Task No.	Targeted Assessment Criteria	Summary of the type of Evidence Required for this Assignment	Hand Out Date	Hand In Date	Re-Submission Date (If applicable)
1	P4 P5 M2	<p><u>“Practical skills “</u></p> <p>Producing and preparing a written brief and proposal and costings to plan <u>bus tour event showcasing the north coast tourism product</u> (P4 P5)</p> <p>Summary explaining bus tour event proposal (M2)</p> <p>North Coast bus tour event May 2017</p>			

Setting the Scene: Scenario / Context for Task One

Your class has been asked to get involved in organising a north coast tourist trail showcasing the fabulous north coast tourist offer to international visitors to Northern Ireland as part of the International Skills Partnership funded by The British Council. Your role will be bus tour ambassadors for a one day trail starting and finishing in Ballymena incorporating visits to our top visitor attractions.

The theme is to be ‘Witches, Warlords and Water’ and you will invite the visitors from Vuselela College South Africa to participate in the bus tour and learn more about Northern Ireland tourism and specifically the north coast.

Although this is a group/class activity, all evidence must be your own individual work and you must record your own individual contributions to the bus tour.

5.2 Vuselela TVET College Business Studies and Tourism Assignments

Qualification	National Certificate Vocational Level 2: Office Administration
Unit number and title	Life Orientation: Topic 4: Citizenship
Learning aim(s) (For NQF only)	Subject Outcome 4.3
Assignment title	Volunteer in a community project
Assessor	Christinah Sebolai
Hand out date	
Hand in deadline	

Vocational Scenario or Context	Background <ol style="list-style-type: none"> 1. Students work in small groups of three-four to participate in a community volunteer project over a minimum of five hours. 2. They report on their team work and leadership skills. 3. They submit a typed report on their project. 4. The project must make a useful contribution to a community in need.
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Task 1	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
SO 4.3	<ol style="list-style-type: none"> 1. Participate in a community volunteer project. 2. Students participate for a minimum of five hours. 3. Evidence of participation can be submitted such as a letter or form filled in by centre where volunteering took place. This can be attached to the report. 4. Indicate what you did to assist the community in need. 5. Students should show that they selected a worthy cause/worked with a community in need of assistance 6. Students should provide details of the specific actions they took to help the community in need. 7. Report on what you learnt about your teamwork and leadership skills. 8. Students should indicate basic knowledge of team work skills in relation to their own experiences during the project 9. Students should indicate basic knowledge of leadership skills in relation to their own experiences during the project

Qualification	National Certificate N6 Tourism
Unit number and title	Travel Services: Module 6: Tour planning and budgeting, including itinerary and routing, car hire, travel insurance and hotel reservations
Learning aim(s) (For NQF only)	
Assignment title	Practical Assignment 1 Plan and design a complete travel pack for an educational tour in SA
Assessor	Marlene van Tonder
Hand out date	
Hand in deadline	

Vocational Scenario or Context	Background <ol style="list-style-type: none"> 1. The class will be divided into two groups. 2. Each group should select a group leader, and all members should be allocated a designated role and responsibility. 3. The photographer or person shooting the footage of the videos should not be the same person, as the group members will be visiting different establishments or doing different tasks at the same time. 4. There should be sufficient evidence of the meetings held, the interviews/places visited for quotations, telephone calls. 5. All written communication and other evidence should be part of the travel pack and need to be submitted.
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Task 1	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
Module 1, 3, 5, 6	<ol style="list-style-type: none"> 1. Integrate theoretical knowledge in a practical manner, involving different skills and resources, interactions with different role players in verbal and non-verbal ways to source information, obtain quotations and plan and compile a detailed, logical itinerary for an educational tour to Durban. 2. The travel pack will include the itinerary, quotations for accommodation, flights, a 14-seater minibus, travel insurance, additional information about the attractions and sights, as well as a map, indicating the route to be travelled from Durban to Potchefstroom. 3. The students should also do the tour costing and budget per person, including all the tour components.

5.3 NRC Business Studies Case Study



Northern Regional College

Business Studies Case Study

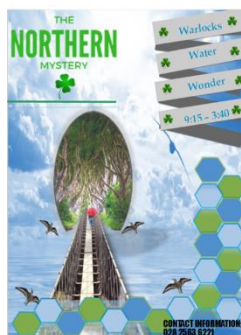
Summary - The BTEC level 3 Extended National Diploma in Business at the Coleraine campus (NRC) created a promotional campaign for a local bus tour company. The company, BTEC level 3 Extended National Diploma Travel and Tourism students, Farm Lodge campus organised a tourist trail showcasing the fabulous north coast tourist offer to international visitors to Northern Ireland.

Challenge - Business Studies team to work with a local bus tour company to plan and prepare a promotional campaign encouraging international tourists to choose their particular tour. The students were divided into four groups and had one week to complete the task.

- Design a slogan for the **Witches, Warlords and Water**
- An A3 colour poster to be displayed by Tourism NI and visitor centres
- An A5 colour leaflet (Microsoft Publisher)
- 1 minute video advert (Video evidence) This advert is aimed at attracting international visitors to book a place on the bus tour

The Project Teamwork - The three groups were formed, and group leaders were elected. Different roles and responsibilities were given, and deadlines were communicated. The students experienced the stages of a team: *forming*: the valuable roles of team leader and team player, *storming*: handling conflict between one another, and also had to learn to prioritise their time and resources amidst other challenges like their other subjects' tests and practical tasks, and lack of technical skills and resources; *norming*: decide and commit to the group and its task and *performing*: completing the task on time to the best of their abilities.

Use of Resources - The groups gathered information by using the internet to research the proposed route and generate content for the poster and video marketing campaign. Videos loaded onto YouTube to enable Vuselela TVET College students to access the



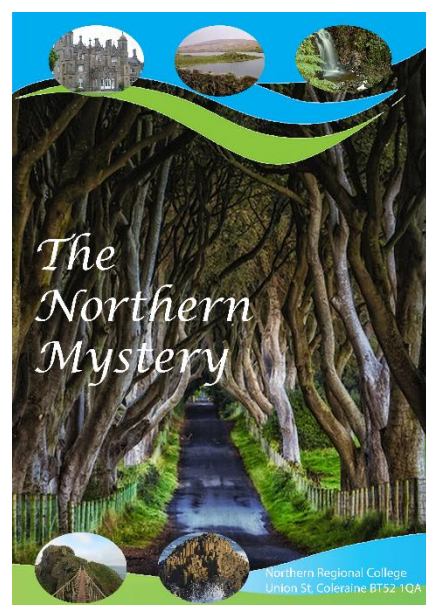
material

<https://www.youtube.com/watch?v=GIODYEGitg0&t=31s>

<https://www.youtube.com/watch?v=mo7SAYESWbE>

<https://www.youtube.com/watch?v=MXlxqvi4aSo&t=2s>

<https://www.youtube.com/watch?v=mu9Og4d3aM>



Winning Poster Campaign

Results and Outcomes

The groups gathered information by using the internet to research the proposed route. They viewed visitor attraction websites and produces a 'Mystery Tour' based on the themed concept. The 'Deign House' project teams met with the client (Travel and Tourism students) virtually via video conferencing as well as face-to-face during the promotional 'Pitch'.



The final products were evaluated by the Tour Company and the winning campaign selected based on innovation, creativity and style. The team members also evaluated each other, as well as the role of the team leader.

Clips from winning video campaign

<https://www.youtube.com/watch?v=mu9Og4d3aM>



Conclusion

Students integrated theoretical knowledge in a practical manner, displaying entrepreneurial problem solving skills such as innovation and creativity in a digital context and combining them with transversal skills in communication, teamwork, teamwork, leadership and presentation skills. They interacted with different role players in verbal and non-verbal way to source information, obtaining quotations and plan and

compile a final product.

5.4 NRC Travel and Tourism Case Study



Northern Regional College Travel and Tourism Case Study

Summary

The BTEC level 3 Extended National Diploma in Travel and Tourism at the Farm Lodge campus (NRC) developed and delivered a one day tourist trail (bus tour) showcasing the fabulous north coast tourist offer to international visitors to Northern Ireland.

Challenge

Travel and Tourism team were asked to undertake four tasks:



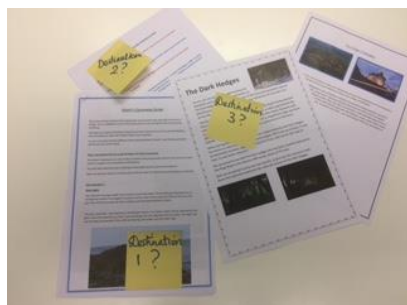
1. Produce a project brief including budget and commission a 'Design House' (Business Studies Students) to prepare a promotional campaign for the **Witches, Warlords and Water**
2. Prepare and organize the bus tour for May 2017
3. Deliver a bus tour
4. Evaluate performance

The students were divided into three groups and had three weeks to complete the task.

The Project Teamwork

The three groups were formed, and group leaders were elected. Different roles and responsibilities were given, and deadlines were communicated. The students experienced the stages of a team: *forming*: the valuable roles of team leader and team player, *storming*: handling conflict between one another, and also had to learn to prioritise their time and resources amidst other challenges like their other subjects' tests and practical tasks, and lack of technical skills and resources; *norming*: decide and commit to the group and its task and *performing*: completing the task on time to the best of their abilities.

Use of Resources



The groups gathered information by using the internet to research the proposed route. They actively organised trips to visitor attractions en-route to determine, points of interest and length of stay. They used search engines to determine length of route and estimated travel time

between stops. The project teams met with the 'Design House' virtually via video conferencing as well as face-to-face during the promotional 'Pitch'.



Results and Outcomes

Business studies and Travel and Tourism students represented the promotional materials to the international visitors showcasing their input into the project.

The Northern Mystery Tour was an educational fun packed day visiting six attractions in 8 hours. Students undertook the role of tour guide providing lots of useful information and advice throughout the day.



Media students also participated in the tour and produced a college promotional video.

<https://www.youtube.com/watch?v=YoPyIUt-v6M>

Conclusion

Students integrated theoretical knowledge in a practical manner, displaying entrepreneurial problem solving skills such as critical thinking, innovation and creativity in a digital context and combining them with transversal skills in communication, teamwork, teamwork, leadership and presentation skills. The final student-led Northern Mystery Tour has been part of a progressive programme of experiences. The class worked together to design a themed event which should showcase a wide range of new and memorable experiences. The rigorous evaluation that was carried out following each stage- planning, participation and event evaluation - allows learning to be embedded and reinforced back in NRC Travel and Tourism classes and, most importantly, in relation to our International Skills Partnership Project, while simultaneously also embedded back into learning in Vuselela College South Africa.

5.5 Vuselela TVET Business Studies Case Study



VUSELELA TVET COLLEGE

LIFE ORIENTATION CASE STUDY ASSIGNMENT

Life Orientation is one of three fundamental subjects that enhance students' possibilities to achieve success in their vocational studies as well as in life. This subject aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. It also enables students to respond positively to the challenges of a constantly changing world, to make informed and responsible decisions, realise their potential and make a meaningful contribution to our South African society and economy, as they become vocationally qualified.

With the subject outcome students were expected to participate volunteering in a community project. They will work in groups and report afterwards on their teamwork and leadership skills.

We chose to work with a local Charity Organisation and three Old age homes.

Klerksdorp Community Centre is charity organisation which provides the elderly, disabled and their families in the community with quality professional home based care and support services.



Klerksdorp Community Centre

Our learners assist with the preparation of soup up to the serving stations in Kanana Township. The critical outcome of this project will enable our students to participate as a responsible citizen in the life of the local, national and global communities by identifying and learning about values and norms of behaviour.

The student showcasing that they are able to work effectively with others as a member of a team which is a Critical outcome of the subject.



Oleander Park is an old age home in Klerksdorp. It is a place where old people live under safety, comfort and are cared for when they are too old to look after themselves. This Community volunteering project has proven its worth. Elderly people were very happy to see the care, support and love from our learners and our learners enjoyed the whole process.



Our students also had an opportunity to sit down and chat with an elderly which provided them with a wealth of knowledge because many of these elderly people have life experiences much different from other younger generations. Their energy was so contagious and every student had fun, laugh and felt very happy. When students left the place, they were full of happiness and flooded with tears.

Another group of students participated in **CANSA's fund** raising event. The exposure taught learners to show empathy and to support a loved one with cancer. CANSA's purpose is to lead the fight against cancer in South Africa. Its mission is to be the preferred non-profit organisation that enables, educates the public and provides support to all people affected by cancer. CANSA relies on income generated from its fundraising events and projects in order to sustain the holistic care and support it provides to those affected by cancer. The students assisted at the stalls. The profit made from these sales will go to Cancer foundation.



Hospice is a community-based (CBO), non-profit organisation (NPO). They run an inpatient facility as well as home-based care services which provides end of life, respite and palliative care for the terminally ill. They run a weekly support group for TB and HIV patients. They also do beadwork. In addition they provide palliative care training as well as teach patients craft work.

Hospice staff that helped our students with work based exposure.

“Make every workplace a learning space”, has been the widely welcomed call of Dr Nzimande, Minister of Higher Education and Training. As a result Hospice delivered the mandate by exposing our students to work based exposure.



Students coordinating office activities and operations to secure efficiency, given office work to ensure performance, managed phone calls, correspondence, created and updated database, stocks of office supplies and place orders when necessary.

Hospice runs a shop and thanks to the donations from the community and business sector. All profits made by the shop go to Hospice to assist in providing quality care to the terminally ill.

Our students worked at the receiving depot which operates from the premises to sort out the donations before being sent to the shop to sell.



Learners benefited from this project, they claimed to have met lots of different people, made new friends, had fun, being a valued member of a team and learnt new skills. They developed talents that employers really value, such as communication skills, numeracy, teamwork and taking responsibility.

“Winners embrace hard work. They love the discipline of it, the trade-off they're making to win. Losers, on the other hand, see it as punishment. And that's the difference. “

Lou Holtz

One student said: “I’ve had the chance to see how charity is run. I’ve gained in valuable experience in campaigning, communicating effectively, lobbying and promotion. It’s given me the opportunity to put the skills from my Life Orientation theory class into practice!”



5.6 Vuselela TVET College Tourism Case Study



VUSELELA TVET COLLEGE

TOURISM CASE STUDY ASSIGNMENT

1. BACKGROUND

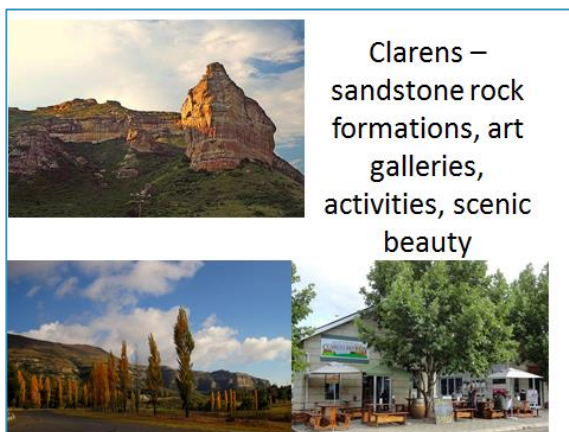
The tourism departments of both colleges were instructed to complete a similar task to evaluate the similarities and differences of our learners and the execution of the tasks.

2. PURPOSE

The tourism students of Vuselela were instructed to compile a travel pack for a weeklong group tour to Durban, Drakensberg mountains, Clarens and Golden Gate, with the main purpose of source and research information about the Tourism Indaba Exhibition, attractions and activities to suit the needs of different client groups (historical, cultural, natural) in Durban, as well as the Drakensberg Mountains and parts of the Eastern Free State. Students were also instructed to source maps, information about accommodation establishments, travel insurance, car rental options, flights and to compile a budget.



The students were divided into two groups and had three weeks to complete the task.



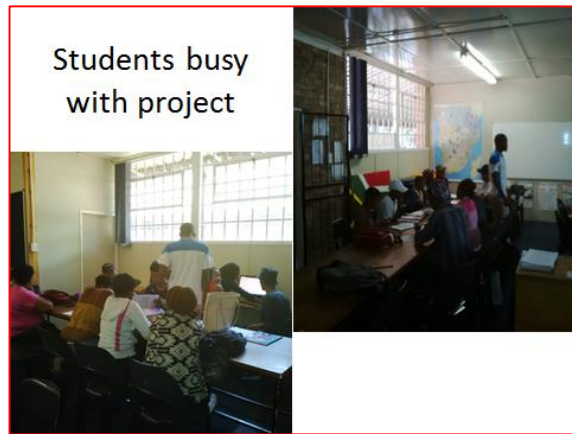
The subject outcomes of Travel Services N6 (Report 191) that were evaluated were Tour planning and budgeting, including itinerary and routing; Car Hire; Travel Insurance; Hotel Reservations.



3. THE PROJECT

3.1 TEAM WORK

The two groups were formed, and group leaders were elected. Different roles and responsibilities were given, and deadlines were communicated. The students experienced the stages of a team: *forming*: the valuable roles of team leader and team player, *storming*: handling conflict between one another, and also had to learn to prioritise their time and resources amidst other challenges like their other subjects' tests and practical tasks, and lack of technical skills and resources; *norming*: decide and commit to the group and its task and *performing*: completing the task on time to the best of their abilities.



3.2 USE OF RESOURCES



The groups gathered information by using the internet, visiting the car rental companies and travel agencies in town. They also used other sources, like text books and travel guides to compile their itineraries and researched different attractions for the group.

3.3 EVALUATION

They produced their final products and it was evaluated using different criteria. The team members also evaluate each other, as well as the role of the team leader.



4. CONCLUSION

Students managed to integrate theoretical knowledge in a practical manner, involving different skills and resources. They interacted with different role players in verbal and non-verbal way to source information, obtaining quotations and plan and compile a final product.

This project proved to be a valuable learning experience for the students regarding leadership and team work.

In comparison with Northern Regional College's project, the Vuselela TVET College project had similarities:

- The students had to plan of the group tour and all of its components in detail

- The students had to use resources to sourcing information about the attractions and destinations
- The students had to plan the budget in detail, all components kept in mind.
- The students had their roles and responsibilities, and were part of teams.

The students experienced this project in a very positive manner and expressed their growth, not only as a tourism student, but also on a personal level. After comparing their efforts, it was clear that the students, although from different world of development, approached and handled the tasks given in a similar manner, and realised that the world is connected via technology. Students developed their skills in team building, communication, interpersonal relations, conflict handling, problem solving and critical thinking - vital skills to be used in their careers in the Tourism industry, and also to contribute as a valued member of a productive society.



The target market may be slightly different in the South African context, but the similarities are obvious: teaching and lifelong learning can be done, if the attitude and approach are positive and productive.



INTERNATIONAL SKILLS PARTNERSHIPS PROJECT

Vuselela TVET College has successfully completed the first year (2015 – 2016) of the International Skills Partnerships Project with the British Council. Funding was acquired from the British Council to continue the Skills for Employability Project and Vuselela TVET College was linked in partnership with Northern Regional College (NRC) from Northern Ireland. The project commenced on 1 June 2016 and will end on 31 August 2017.

This is a one year project whereby 4 lecturers and 60 students from two countries participate in two ‘problem based learning’ projects aimed at developing new, innovative, creative curricula in the fields of Travel and Tourism and Business Studies.

This is a unique opportunity to engage Travel and Tourism and Business Studies students with employers in an innovative way. Individual assignments drawn from existing course work are identified, shared and common group case-studies developed for both Travel and Tourism and Business Studies.

Overall student employability skills are enhanced as students develop skills in communication, teambuilding, problem solving, critical thinking and learning to learn.

Lecturing staff benefit personally and professionally through their exposure to their subject within an international context.

During the week of the 5 March – 10 March 2017 the following staff members from the Northern Regional College in Northern Ireland visited Vuselela TVET College: Mr Abraham, Ms McLeod and Ms McCullum.

The following campuses were visited:



Klerksdorp Campus



Potchefstroom Campus



Jouberton Campus

Ms Pitts, Ms Sebolai and Ms van Tonder visited Northern Regional College in Northern Ireland from 06 May – 13 May 2017. The following campuses were visited:

Ballymena Campus

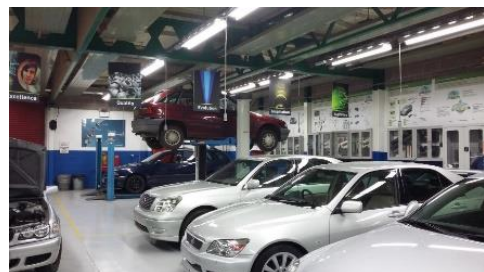


Tourism and Travel classroom

Woodwork workshop



Bricklaying workshop



Motor mechanical workshop



Robotics workshop

Trostan Avenue Campus



*Beauty and Hair
Salon*



Hospitality laboratory

Newtonabbey Campus



Learning Centre



Heavy vehicle workshop



Electrical workshop

Coleraine Campus



Media classroom



Dance classroom



Production classroom

NORTHERN MYSTERY BUS TOUR

The Travel and Tourism students from the Ballymena Campus and the Business Services students from the Coleraine Campus showcased their event assignment during our visit.

On Wednesday, 10 May 2017 the event “Northern Mystery Bus Tour” with the theme: Warlocks, Water and Wonder took place.

During our bus tour the following places were visited:



Carrick-a-Rede



Carrick-a-Rede Rope Bridge



Dark Hedges



Ballygally Castle



Giant's Causeway