Food and Drink Action Based Task Group Projects

Evaluation

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10th February, 2010
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1. Executive Summary

The Food and Drink Action Based Task Group’s (ABTG) major objectives are to ensure that vocational higher level courses in the Food and Drink curriculum area are more widely available, appropriate and flexible in their delivery. Considerable effort has been made to provide appropriate provision in technical language, bridging courses and events which inform potential learners of the opportunities available. Attention has also been paid to employer engagement, the likely demand patterns for training and the impact of new technology. Members of academic staff have been afforded the opportunity to propose staff development projects.

A great deal of research has been undertaken in an attempt to determine demand through the various scoping projects. These have included those relating to advanced technology. Successful project proposals have been agreed by ABTG members although latterly these have been via effective email communication because of ABTG members finding it difficult to attend meetings. The liaison between the Project Lead, the Project Manager and the Executive Director East Midlands NTI provides important safeguards.

Meeting attendance has been an issue with many attempts being made to encourage greater meeting participation. Pressure on time, institutional reorganisation and distance to travel, have all been cited as reasons why attendance can be difficult.

Despite the widespread information campaign regarding the availability of project funding, guidance for making applications and objectives there has been very little take up from institutions other than the University of Lincoln. Leicester College did apply and their project success was clearly seen in the validation of the Foundation Degree in Bakery.

The University of Lincoln’s proposals augmented the institution’s considerable offering in this curriculum area. True to the SSCLLN overall brief to widen participation, the projects addressed the issues whilst also paying due attention to updating market information data and awareness of new technological developments. Both of these areas are vital to learner employment possibilities.

Projects promoting progression, be they through technical language courses or easing the passage from Level 3 to Level 4, are very likely to have a positive impact on the student experience. The same is true of number of the staff development projects.

The ABTG has set hard targets in three categories – Changes within the curriculum area to enhance progression, Bridging Courses and Foundation Degrees. The target for Bridging is 14. Nine have been achieved and five are pending. The target for Bridging courses is 3. Four have been achieved. The target for Foundation Degrees is 2. Two have been achieved and three are pending.
At present, 387 learners have attended the Food and Drink ABTG courses and events. Bridging courses involved 202 learners and enrichment 185. These figures are against a target of 325 learners.

The added value provided through the project initiatives is very positive with many projects indicating greater progression opportunities, improved employer contacts and enhanced staff development.

Participants expressed clear views as to the manner in which the projects in their curriculum area had helped them to plan future activities beyond the LLN’s lifespan. These included the development of BSc programmes, evening class provision, APEL mapping, access programmes e-learning and work based projects. This bodes well for the sustainability of many of the activities prompted by the LLN initiatives.

2. Introduction

The Skills for Sustainable Communities Lifelong Learning Network’s project ends in December 2010. The original planned programmes come to an end in March 2010 when new priorities will be addressed. It was therefore considered appropriate for an evaluation of the original projects to take place now. The majority of these projects have reached completion with the remainder nearing completion.

Lessons learnt from the present activities can help to inform future developments and, in some of the areas, provide a ready made platform for developments in other curriculum areas. This would further increase the educational cost effectiveness of the original work.

An additional consideration is the sustainability issue. The partnership members are keen to ensure that the work that can be sustained should be planned for, and that the evaluation exercise can help to inform this process.

3. Purpose of the Report

The purpose of this report is to evaluate the progress made by the Food and Drink Action Based Task Group (ABTG) in meeting the objectives of the approved projects.
4. Terms of Reference

The research was commissioned to ascertain if each approved project had:
- Met the stated objective and to provide a reason if the objective had changed
- Encountered any barriers to their development or implementation
- Attracted the number of learners anticipated during the planning process, specifying those currently participating and projected numbers
- Added value to developments through the appropriate allocation of funds
- Encouraged the development of further projects including any which directly sustain the original concept

5. Research Methodology and Actions.

- Desk based research scrutinising and assessing:
  a) Project proposals
  b) Interim Reports
  c) ABTG meeting minutes
- Interview with ABTG Lead
- Survey of project leads and interviews as considered necessary
- Completion of a final report analysing and evaluating the findings

6. Skills for Sustainable Development Lifelong Learning Network

6.1 Background

The Network is a partnership between Further Education (FE) and Higher Education (HE) in Leicestershire, Lincolnshire, Northamptonshire and Rutland. The Network has been established to create opportunities for vocational learners by means of:

- Improving provision in four key sectors:
  a) Health and Social Care and Young People’s Services, Leadership
  b) Creative Industries.(Initially focusing on Leadership Management and Enterprise skills)
  c) Food and Drink Sector.(Initially focusing on Leadership Management and Enterprise skills)
  d) Construction Sector.(Initially focusing on Leadership Management and Enterprise skills)
- Enabling progression for vocational learners into Higher Education
- Developing flexible modes of study to meet employer and employee needs
- Improving information, advice and guidance available to vocational learners

6.2 The Network aims are to:
• Put learner needs at the heart of the strategy
• Widen opportunities for the vocational learner, so that there is the same clarity and coherence for vocational learners as for those from academic routes
• Enable a guaranteed, seamless progression for qualified students onto HE courses within the Network through the establishment of formal progression agreements and credit frameworks
• Expand opportunities for flexible part time study at HE level, driven by employer and employee requirements
• Build on, and work with, existing networks and relationships such as NTI, FDF, Aimhigher, Aimhigher Healthcare Strand, Associate College Network (ACN), CULN, CHEA, LPs and LLNs

6.3 Network Management

At a senior level this is by means of a Steering Group which is responsible for the Project Management Team. This team co-ordinates the Action Based Task Groups (ABTGs) who are charged with delivering that particular sector’s objectives.

6.4 Action Based Task Group Management

ABTGs have considerable funds to distribute to partner institutions in the network. In order to help ABTGs to plan for this distribution the following advice was provided by the Network at the outset:

• ABTGs should develop a strategy, for the duration of the three year project to meet the soft and hard targets. Funds should be focused on activities that will clearly demonstrate a link to the strategy
• A strategy will have as a minimum:
  a) A commitment to have regional coverage including FECs, HEIs, Sector Skills Councils (SSCs) and other stakeholders
  b) Defined sub-sectors, although it is not envisaged that all sub-sectors will have the same amount of coverage
  c) Focus on learners moving from Level 3 to Level 4, including adults
  d) Activities to meet the strategy should be planned and mapped over the funding period so that it will be clear when, and how, each sub-sector will be addressed
  e) Allocation of funds between a variety of activities and sub-sectors to address the overall targets and attract the requisite student numbers

6.5 Hard Targets
Identifying need and addressing gaps

Each ABTG identifies courses within its curriculum area where changes could make courses more accessible to vocational learners paying particular attention to:

- Access
- Mode of delivery
- Assessment and methodology
- Intensity of study
- Entry qualifications
- Exit routes

Each ABTG works with key stakeholders to carry out the changes required.

6.6 Soft Targets

Progression

Each ABTG works with key stakeholders to develop progression agreements for specific courses in its curriculum area with some in place by the end of year 1.

APEL and CAT Procedures

Each ABTG works with key stakeholders for AP(E)L and CAT procedures ensuring that a draft model is in place by the end of year 1 with full implementation by year 3.

Engaging Learners

Each ABTG will assess how best to provide opportunities for adults to engage, and re-engage, with learning and subsequently introduce mechanisms to facilitate this.

Each ABTG will assist the Project Management Team in developing a dissemination strategy for information on progression agreements, credit frameworks and AP(E)L procedures. This will include case studies of students who have benefitted from progression agreements.

6.7 Distribution of Funds and Examples of the Costs
Each ABTG lead is charged with the responsibility to make decisions regarding the viability of proposals presented to the group and the proportion of the total budget to be allocated to each.

No ‘hard and fast’ rules have been laid down by the Project Management Team regarding how much spending should be allowed for specific kinds of proposals as each needs to be judged on its own merit and in relation to other proposals coming forward.

Also, the costs of producing a particular item in support of learner progression may vary from sector to sector and between different subject areas. For example, the development of distance learning materials will vary in complexity and multimedia content depending on the sector they serve so this will be reflected in the cost.

Rather than the provision of strict guidelines that might constrain developments the following example has been provided as a basic guide based on some of the early proposals.

6.8 Example of the development of a Foundation Degree

**Stage 1: Scoping.** This might involve a viability study looking at similar models, employer engagement, Foundation Degree Forward (fdf) and market research relating to potential numbers.

6.9 Funds allocation examples (2008)
These have varied from £1,500 to £10,000 depending on the ‘scope’ of the exercise. Scoping of a full Foundation Degree demands more resources than the scoping of additional modules.

**Stage 2: Developing the programme.** This process will involve arranging meetings, mapping frameworks to occupational standards, conducting market research, engaging partners and employers in writing modules. It was always anticipated that the SSCLLN would provide some of the development funds for new FDs, but that these would ‘pump prime’ resources secured from other partners e.g. fdf and a time contribution provided by the delivering institution or institutions.

**Other project cost examples:**

**Research** - £5,750 allocated for a project which explored HEI staff perceptions of the New Diplomas.
**IT support** - £3000 allocated for placing distance learning packages on disc
7. Food and Drink Action Based Task Group

7.1 Background

Initially, in common with the other ABTGs, one of the major areas considered for improving provision for vocational learners was leadership and management. Whilst this remains an important element, additional needs have been identified by the Food and Drink ABTG.

As stated in 6.1 the SSCLLN spans the geographical area of Leicestershire, Lincolnshire, Northamptonshire and Rutland. Of these counties Lincolnshire provides a very good example of the importance of the food and drink industry not just from the agricultural perspective but also processing and maintenance. It also exhibits clear trends as to how the industry is developing and some of the problems it faces.

South Lincolnshire is home to the UK's largest cluster of commercial horticultural and agricultural businesses which range from SME growers and packers to large multinational companies involved in the packaging and transportation. Since the 1990’s there has been a decline in young people pursuing commercial horticulture and agriculture as a career. The sector is now suffering from an acute lack of skills and young entrants at a time when demand for high level skills has never been greater. Underpinning this is the requirement for high levels of science, technology and automation.

The above factors have clearly influenced the ABTG’s work as can be seen in 7.6 Table A

7.2 ABTG Management

The Food and Drink ABTG is managed by the University of Lincoln and East Midlands NTI Ltd.

University of Lincoln’s Role
The University of Lincoln’s representative as Sectoral Lead for the Food and Drink ABTG is Mark Swainson, Senior Lecturer in Food Manufacture. The previous post holder was Sharon Dunn who left the University for career progression within the Meat Training Council. It is the Sectoral Lead’s responsibility to manage the ABTG, in liaison with the SSCLLN Project Manager and the Executive Director of East Midlands NTI Ltd. The Lead meets with each colleague at regular intervals so as to ensure clear lines of communication.

East Midlands NTI Ltd’s Role
The NTI manages the ABTG’s finances having received funds from the SSCLLN on a quarterly basis. The NTI is also responsible for the management of ABTG meeting arrangements. Both these responsibilities operate in accordance with the contract issued by the University of Leicester. All NTI financial transactions are
both internally and externally audited. An additional benefit of the arrangement with NTI is that the organisation affords the opportunity for increased networking as both SSCLLN and NTI have Food and Drink as a major part of their remit.

The ABTG group members include representation from:

- Boston College
- Brooksby Melton College
- Business Link
- Connexions
- East Midlands NTI Ltd.
- Emda
- Food and Drink Forum
- Improve (Sector Skills Council)
- Learning and Skills Council
- Leicester College
- Loughborough College
- Nottingham Trent University
- University of Lincoln

7.3 Food and Drink ABTG Hard Targets over 3 years of SSCLLN activity.

7.3.1 Changes
Changes to make courses more accessible to vocational learners.

Target total = 14

Year 1  1 achieved
Year 2  2 achieved
Year 3  6 achieved

Total achieved = 9 (5 pending)

7.3.2 Bridging
Courses where alignment between levels will enhance progression including levels 3 to 4 or at higher levels throughout the HE curriculum. Food and Drink ABTG to work with key stakeholders, including employers, to develop bridging courses where necessary.

Target total = 3

Year 1  0 achieved
Year 2  1 achieved
Year 3  3 achieved

Total achieved = 4
7.3.3 Foundation Degrees
The Food and Drink ABTG is to identify gaps in level 4 provision and develop Foundation Degrees in these areas.

Total target = 2

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<tr>
<td>Year 1</td>
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</tr>
<tr>
<td>Year 2</td>
<td>2</td>
</tr>
<tr>
<td>Year 3</td>
<td>4</td>
</tr>
</tbody>
</table>

Foundation Degree pending (Equine Studies, Animal Management, Effective Maintenance and Manufacturing for the Agricultural/Food Industry, Process Automation and Robotics for the Agricultural - Food Industry)

Total Achieved = 2 (with 4 pending)

7.3.4 Food and Drink Learner Number Targets
Learner numbers are calculated from participation in project activities/programmes

Total target = 325

Total achieved to February 2010 = 387

7.4 Soft Targets.

See 6.6

7.5 Food and Drink ABTG Procedures

The ABTG is managed by the University of Lincoln and East Midlands NTI Ltd.

7.5.1 Meeting Procedures
On average, until June 2009, the group had met every two months. Since this time, however, attendance has declined to the point where communication has taken place via email. This has proved to be effective in terms of decision making, but lacks the dynamics of group meetings. Pressure on people’s time and institutional reorganisation are contributory factors to non attendance. The institutional time issue may have been compensated for if an attendance fee had been paid although this is by no means certain to have been a solution to the problem. The meeting agenda consisted of:
Minutes of previous minutes and actions
Receiving new project proposals and considering their merit in the light of the group’s remit
Receiving reports and updates regarding the progress being made on successful project bids
Industry updates
SSCLLN Advice and Guidance/IAG Project Update
LLN Marketing update
Any other business
Date and time of next meeting

In common with the other SSCLLN ABTGs, group membership is open with the aim of encouraging those with an interest in the industry to attend and contribute. This includes membership opportunities for employers, Sector Skills Councils, and academic institutions.

Membership responsibilities include:

- Attending ABTG meetings
- Informing the ABTG strategy
- Being aware of the targets set and the progress being made to achieve them
- Informing the group of relevant developments in their own professional area
- Encouraging partnership working and the avoidance of duplication
- Recognising the importance of national policies and any local implications
- Supporting marketing initiatives
- Being aware and supporting the LLN in developing future projects, IAG, staff and employer development

7.5.2 Project Proposals

An application for funding has to be made through completion of a Project Proposal Form.

Sections of the form address the following:

- Stakeholder involvement
- Avoidance of duplication
- Rational
- Potential learner numbers
- Sustainability
- Marketing
- Accessibility
- IAG
- Progression Agreements
- APEL and CAT
• Delivery
• Evaluation
• Any source of additional funds
• Risk
• Funds required
• Planning and timescales
• Progress Reports
• If preparing a new Foundation Degree, the endorsement of the relevant institutional management
• Equality and Diversity

A decision as to whether or not the proposal will be accepted is made by the group. Some decisions may be delayed after a request has been made for further clarification regarding any of the proposal’s requirements.

Once a project proposal is accepted a contract is issued by East Midlands NTI Ltd to the relevant party. The NTI monitors the project’s progress from the contract perspective ensuring that payment is only made once the terms of the contract have been met.

7.5.3 ABTG Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrian Pryce</td>
<td>University of Northampton</td>
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<tr>
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<td>Consultant</td>
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<td>Martin Fisk</td>
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</tr>
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<td>Martyn Kendrick</td>
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<td>Mike Dixon</td>
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<tr>
<td>Pauline Lovatt</td>
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<tr>
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<td><a href="mailto:sue.pilkington@ocnemr.org.uk">sue.pilkington@ocnemr.org.uk</a></td>
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### 7.6 (TABLE A) FOOD AND DRINK PROJECTS AND TARGET CATEGORIES

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<th>Title</th>
<th>Lead</th>
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<td>FAD1-001</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
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<tr>
<td>FAD1-002</td>
<td>Scoping study for FD in Primary Food Production (Commercial Horticulture)</td>
<td>David Stainton</td>
<td>£ 4000</td>
<td>Seeks to interview employers in Commercial Hort. Sector + other stakeholders to assess demand for FD</td>
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<tr>
<td>FAD1-003</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
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<tr>
<td>FAD1-004</td>
<td>Did not proceed. No contract issued</td>
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<tr>
<td>FAD2-005</td>
<td>Scoping study to assess the demand for a Foundation Degree in Food and Drink Packaging.</td>
<td>Mark Swainson</td>
<td>£ 3000</td>
<td>Discussions with companies and trade associations</td>
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<td>FAD2-006</td>
<td>Development of 60 credit certificate qualifications in Food Manufacture, Agriculture and Commercial Horticulture. (includes Primary Food Production)</td>
<td>David Stainton</td>
<td>£ 3000</td>
<td>Design involves consultation with business partners to provide entry point info. for those not wishing to commit to full FD</td>
</tr>
<tr>
<td>FAD2-007</td>
<td>Development of Distance Learning Materials for Foundation Degree Programmes.</td>
<td>David Stainton</td>
<td>£14000</td>
<td>Seeks to establish generic approach to distance learning. Develop suitable format. Employer involvement.</td>
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<tr>
<td>FAD2-008</td>
<td>Scoping Study to assess the demand for Technical ESOL bridging course</td>
<td>Rachel Bowser</td>
<td>£ 2000</td>
<td>Aim to give migrant workers opportunity to improve their technical language skills</td>
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<td>Funding (£)</td>
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<td>FAD2-009</td>
<td>Development of two Foundation Degree pathways in Food Manufacture</td>
<td>David Thomas</td>
<td>£20000</td>
<td>Original concept to investigate possibilities in both the meat and bakery sectors, later amended to bakery only.</td>
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<tr>
<td>FAD3-010</td>
<td>Short course delivery to widen LLN participation</td>
<td>Sharon Dunn U of Lincoln</td>
<td>£9020</td>
<td>Encourage employer, learner and staff participation in enrichment activity related to Sector’s curriculum</td>
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<tr>
<td>FAD3-011</td>
<td>Specialist Consultancy for LLN</td>
<td>Hilary Whaley</td>
<td>£2800</td>
<td>Increased time allocation to encourage greater partnership participation to increase learner opportunity and access</td>
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<tr>
<td>FAD3-012</td>
<td>Scoping study to determine the need for full time Foundation Degree provision for the food manufacturing sector within South Lincolnshire</td>
<td>Pauline Lovatt U of Lincoln</td>
<td>£20250</td>
<td>Co-operation with Leicester College to gain opinions from employers and work-based learners</td>
</tr>
<tr>
<td>FAD3-13</td>
<td>Attendance at Scalford Hall LLN Conference re Level 4 Food safety. 2 attendees from University of Lincoln, 2 from Leicester College</td>
<td>Sharon Dunn U of Lincoln</td>
<td>£600</td>
<td>Knowledge enhancement</td>
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<td>FAD3-014</td>
<td>Development of Foundation Degrees in Small Animal Care and Equine</td>
<td>Bill Meredith</td>
<td>£20,000</td>
<td>Potential to incorporate some existing units as well as develop others specific to this FD</td>
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<tr>
<td>Project Code</td>
<td>Description</td>
<td>Lead Investigator(s)</td>
<td>Budget (£)</td>
<td>Notes</td>
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<td>FAD3-015</td>
<td>Interim testing and trialing of overarching principles and operational criteria for a common short course across FE and HE through the inclusion of a Foundation Degree (FD) unit in Food Safety Management</td>
<td>Sharon Dunn, Mark Swainson (U of Lincoln), Riseholme College</td>
<td>£4500</td>
<td>Follow on from Scalford hall event and Level 4 food safety course. Programme designed through use of existing CIEH qualification.</td>
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<td>FAD3-016</td>
<td>Scoping Study to determine the need for an internationally recognized Foundation Degree for the food managers and technologists in the retail sector within South Lincolnshire</td>
<td>Pauline Lovatt (U of Lincoln)</td>
<td>£27500</td>
<td>Working with ISNAB in scoping study to determine best fit elements.</td>
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<td>FAD3-017</td>
<td>Interim testing and trialing of the overarching principles and operational criteria for a common approach to credit across Further Education (FE) and Higher Education (HE) through the inclusion of a Foundation Degree (FD) Unit</td>
<td>Sharon Dunn (U of Lincoln)</td>
<td>£4000</td>
<td>Generic approach to progression onto FD.</td>
</tr>
<tr>
<td>FAD3-018</td>
<td>Scoping Study to assess the demand for a Foundation Degree in Process Automation and Robotics for the Agriculture/Food Industry</td>
<td>Mike Dudbridge (U of Lincoln)</td>
<td>£17250</td>
<td>Study will also ‘fine tune’ content of proposed FD and consider need for a BSc top-up.</td>
</tr>
<tr>
<td>FAD3-019</td>
<td>The development of bridging programmes in equine studies and animal management from Foundation Degrees onto BSc provision</td>
<td>Ruth Simpson (U of Lincoln (Riseholme College)</td>
<td>£5000</td>
<td>Involvement of business partners to ascertain programme which meets academic and vocational needs in transition.</td>
</tr>
<tr>
<td>FAD3-020</td>
<td>Facilitating progression and adult learning by the development of bridging programmes in equine studies and animal management from Further Education into Higher Education</td>
<td>Ruth Simpson (U of Lincoln (Riseholme College)</td>
<td>£10000</td>
<td>Availability survey of relevant study packs and development of new materials. Blackboard VLE application.</td>
</tr>
<tr>
<td>FAD3-021</td>
<td>Contract proposal for evaluation of Food and Drink ABTG</td>
<td>Brian Elgie (Consultant)</td>
<td>£4000</td>
<td>Formal Report.</td>
</tr>
<tr>
<td>Reference</td>
<td>Description</td>
<td>Project Lead</td>
<td>Cost</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>--------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>FAD3-022</td>
<td>Scoping study to assess demand for FD in Effective Maintenance and Manufacturing for Agri-Food Industry</td>
<td>Gerrit Meerdink/Bob Hindry</td>
<td>£20,000</td>
<td>Project aims to determine demand for FT and PT students. Seen as possible progression route for Advanced Apprentices.</td>
</tr>
<tr>
<td>FAD3-023</td>
<td>Scoping study to determine need for an Access course for FD in Food Manufacture</td>
<td>Pauline Lovatt</td>
<td>£5,100</td>
<td>Includes participation of existing FD learners to help inform if there is a need for Access course provision.</td>
</tr>
<tr>
<td>FAD3-024</td>
<td>Scoping study to determine need for FD in Food Manufacturing tailored to suite needs of particular companies and their key suppliers in the food manufacturing sector within the EMDA region</td>
<td>Pauline Lovatt</td>
<td>£20,042</td>
<td>Involves information from ‘super’ companies and their suppliers together with specialist FE course providers.</td>
</tr>
<tr>
<td>FAD3-025</td>
<td>Mapping of Managing People module to Professional Chartered Management qualification in Team Leadership</td>
<td>Pauline Lovatt</td>
<td>£ 2,860</td>
<td>Useful in any required revisions to Management FD module together with employer need.</td>
</tr>
<tr>
<td>FAD4-026</td>
<td>Development of a FD in Effective Maintenance and Manufacturing for Agri-Food Industry building on the scoping exercise FAD3/022</td>
<td>Bob Hindry</td>
<td>£20,000</td>
<td>Module information gathering, writing and programme development.</td>
</tr>
</tbody>
</table>

Blue = Change

Pink = Bridging

Green = Foundation Degree
As seen in Section 7.3 hard projects are divided into three sections:

a) Changes (with a target of 14 to be achieved). This relates to new, or amended, courses within Food and Drink which could increase course accessibility for vocational learners. Such courses may consider any of the following: access, mode of delivery, assessment methodologies, intensity of study, entry qualifications and progression in work or their education

b) Bridging (target of 3). These projects identify courses where an alignment between the educational levels will enhance progression. This could be at level 3 to 4 or at the higher levels at any stage in the HE curriculum. Such projects involve partnership working to establish meaningful bridging courses

c) Foundation Degrees (target of 2). This involves the identification of gaps, at level 4, which may be addressed by the development of Foundation Degrees.

Table A illustrates the current situation concerning Food and Drink projects and their relationship to the relevant sections.

All the hard targets for each section have been met (as seen in Section 7) with the exception of the Changes. This currently stands at 9 with a further 5 pending. There is no reason to doubt that these will be successfully concluded. In the case of Foundation Degrees the target is likely to be exceeded

The learner number Food and Drink target for the three year period is 325 and to date the figure of 387 has been achieved (course participation 179 learners, enrichment activity 208).

7.6.1. Project Assessment.

The assessment has been informed by the project proposals, ABTG meeting minutes, reports, interviews and questionnaires. It considers whether the projects have met their objectives (noting if any have changed), encountered barriers, attracted the anticipated student numbers, added value to developments and encouraged further projects.

As seen previously in Section 6 identifying need and addressing gaps is fundamental. Each ABTG identifies courses within its curriculum area where changes could make courses more accessible to vocational learners. Particular attention is paid to access, mode of delivery, assessment methodology, intensity of study, entry qualifications and exit routes. Vocational learner progression is intended, in part, to be facilitated by the ABTG meeting its proscribed targets
regarding: changes to existing programmes, bridging modules and the introduction of new courses such as Foundation Degrees. Specific project objectives will have an allegiance to one of the targets.

The Food and Drink ABTG currently has 23 projects either completed or nearing completion. Of these 14 relate to change, 4 to bridging courses, 4 to Foundation Degrees and 1 to Evaluation. (See Table A). In addition to these there are 9 Staff Development projects (See Appendix 3).

One of the internal control mechanisms for ensuring that the terms of authorised proposals have been met is that no payment is made without the Sector Lead having confirmed that the work is complete. This confirmation is only forthcoming if the objectives have been achieved, or authorised changes to the objectives have been made, and the agreed outcomes delivered. Updates are provided at the ABTG meetings. There is close liaison between the Sector Lead, the Project Manager and the Executive Director East Midlands NTI to ensure that the correct procedures have been followed.

The evidence base of the evaluation assessment is supported by questionnaire responses (See Table in Appendix 2), reports, interviews and ABTG meeting minutes (See Table in Appendix 1).

7.6.2 Project Categories

Projects have been divided into the three categories of change, bridging and Foundation Degree development. These categories are colour coded as seen in Table A in Section 7.6.

7.6.2.1 Change

Projects, in this section, include scoping exercises (FAD1-002, FAD2-008, FAD3-012, FAD3-016, FAD3-018, FAD3-022, FAD3-023, FAD3-024, FAD3-025) and awareness raising (FAD2-007, FAD3-011, FAD3-013, FAD3-015, FAD3-017)

Objectives

Scoping Projects
Those projects underlined have yet to complete. The majority of these have started later in the project cycle. The completed projects have met all their objectives.
FAD1-002  
The Foundation Degree scoping study led to the development of the qualification in Primary Food Production validated in May 2007. Learner uptake has led to the provision being delivered on two of the University of Lincoln’s campuses rather than just one as originally intended.

FAD2-008  
This investigated the potential demand for a technical ESOL bridging course. The scoping exercise involved potential learners, employers and teaching staff. The allied marketing activity comprised of separate open days for employers and potential learners. The resulting information confirmed the need for the bridging course.

FAD3-012  
The scoping exercise did not show sufficient demand to merit a full time Foundation Degree in the food manufacturing sector but did indicate the need for a full time BSc.

Barriers

None

Added value

FAD1-002  
- Permitted time for a detailed study
- Provided data to inform course provision
- Increased the number of industrial contacts

FAD2-008  
Making people aware, within the University of Lincoln, of the English courses available

FAD3-012  
- Greater development of Food Manufacturing programmes within the University of Lincoln
- Indicated the need for a full time BSc which the University is developing
- Identified the scope for improvements in the existing University framework e.g. incorporating professional qualifications as a secondary learning goal
- Allows APEL on a particular module
- Identified the need for a Level 0 programme as an entrance qualification directed at working learners

Development of Further Projects
FAD1-002
BSc to be developed

FAD2-008
The provision of evening classes to help low linguistic level non native English speakers in the local area is proposed.

FAD3-012
The following were identified:
- Internationally recognised FD for food managers and technologists
- Access programme development for FD
- APEL mapping project regarding the Management module on FD

**Awareness raising projects**

All the objectives, including the accepted change in FAD3-017, have been met in the completed projects.

FAD2-007
The development of the distance learning materials for FD programmes displays considerable progress in the development of Blackboard VLE applications. The project did not just consider the development of materials but also effective online tutor support for learners together with peer group support networks and sections relating to equal opportunities. All of these factors are extremely important in providing flexible delivery and student support in a cost effective manner.

FAD3-011
Provided extra funding to allow the ABTG Chair more time to liaise with the ABTG membership and thus increase their awareness of the activities and opportunities. This was one of many attempts to try to increase participation both at meetings and in activities.

FAD3-013
Increased awareness of developments at Level 4 regarding food safety and allowed partnership working between the University of Lincoln and Leicester College.

FAD3-015
The project continued from FAD3-013 in that the aim was to design a credit programme which could use the Level 4 Charted Institute of Environmental Health (CIEH) qualification. The programme was successfully developed to ensure flexibility and access. The programme involves both University and CIEH quality systems. Delivery is on a day release basis to aid attendance.
FAD3-017
This project aimed to utilise NVQ L11 units (enable learning through demonstration) within the University of Lincoln’s credit framework. This did not prove to be possible because of the conflicting assessment procedures between FE and HE programmes. The project was changed from a practical approach favoured by employers to one of a written report with a work based focus and no practical element. The course title changed from ‘Enable Learning through Demonstration and Instruction’ (FE) to ‘Certificate in Instructional Techniques for Vocational Training’ (HE).

Barriers

Those identified include:

FAD2-007
Time and the prioritisation of work load. This, in part, was the result of new research avenues becoming available. These could have been further explored had time permitted.

FAD3-017
The barriers to the original project’s aims were substantial. The assessment methodologies between the original FE L11 course and the proposed HE development were unable to be reconciled. There were also educational philosophical issues between the FE and HE teams. The project also identified that employers may prefer work based assessment to test competence rather than a more traditional academic approach.

Added Value

This was identified in the following:

FAD2-007
- Study may not have been possible without LLN funding
- Enhanced distance learning
- Encouraged collaboration with other Faculties and groups within the University of Lincoln

FAD3-015
- Testing the introduction of the CIEH qualification into FD
- Aim to improve flexible delivery
- Encouraged progression from FE
FAD3-017
Both HE and FE staff wish to remain flexible in the approaches to delivery; they both remain learner focused and employer led. This provides a firm basis for progress starting with a clearer perspective of practical assessment procedures founded on the experience of this project.

Development of Further Projects

FAD2-007
The project has increased collaboration with the University of Lincoln’s Centre for Educational Research and Development which may lead to future developments.

FAD3-013
Food safety element encouraged the project application for FAD3-015

7.6.2.2 Bridging

Courses in this section include:
FAD2-006 (Development of 60 Credit Certificate Qualifications), FAD3-010 (Short Course Delivery to Widen LLN Participation), FAD3-019 (Development of Bridging Programmes in Equine Studies and Animal Management from FD to BSc) and FAD3-020 (Facilitating Progression by Developing Bridging Courses in Equine Studies and Animal Management from FE to HE).

All Bridging projects are complete and all objectives have been met.

Objectives

FAD2-006
The 60 credit programmes have been successfully developed to promote access for those in employment where day release or distance learning may be the most appropriate forms of learning.

FAD3-010
This included enrichment activity which involved the engagement of employers, staff from FE, HE and the LLN. The activities were successful but attendance was low. Very positive feedback was received from attendees.

FAD3-019
The successfully produced programme will to be delivered in a 4 week period at the end of the HE academic year.
FAD3-20
Successful research into procedures to promote the following:
- employing the best techniques to suite differing learning styles
- writing skills for HE
- Note taking
- Referencing
- Data analysis
- Statistics
- Revision techniques

The Bridging course is to be delivered in a 3 week period during the summer for those progressing from FE to HE.

There were no changes to the project objectives in the whole of this section

**Barriers**

None

**Added Value**

This was identified in the following:

1. FAD2-006
   - Enabled the certificate development to take place and made possible wider provision
   - Focused attention on the accessibility of this progression route

FAD3-019
Led to a more viable and efficient programme
Improvements in achievement and retention predicted.

**Development of Further Projects**

FAD3-019
This project has led to the development of more bridging/access programmes to encourage progression from FE to HE

**7.6.2.3 Foundation Degrees**

Courses in this section include:
FAD2-005 (Scoping Study to Assess the Demand for a Foundation Degree in Food and Drink Packaging), FAD2-009 (Development of two Foundation Degree Pathways in Food Manufacture), FAD3-014 (Development of Foundation Degrees in Small Animal Care and Equine) and FAD4-026 (FD Development in Effective Maintenance and Manufacturing in the Agri-Food Industry building on the scoping exercise FAD3/022)
FAD2-005 and FAD2-009 have been successfully completed the remaining two projects are pending,

Objectives

FAD2-005
The study led to the proposed programme being successfully validated. The objective was therefore achieved. Significant skill shortages were identified as were the industry’s key priorities. These included:

- Competitive pricing
- Improved quality
- Reduced wastage
- Increased shelf life
- Innovation

Despite the identified needs the course did not recruit in the first year but is available if viable learner numbers materialize. See Value Added section.

FAD2-009
The original project concerned the development of two FDs, one in Bakery and the other in Meat. Both proposals were from Leicester College. Research was conducted in both project areas but it soon became apparent that the only viable pathway was that concerning bakery. Meat FD provision would have meant that the College would have incurred high capital costs in addition to those already incurred for its new bakery provision. The need to employ additional staff for a Meat Foundation Degree was also an issue. The concentration on bakery constituted a change from the original proposal and this change was accepted. The proposed Bakery FD successfully achieved validation.

Barriers

FAD2-009
High development costs for a meat facility

Added Value

FAD2-005
- The project would not have taken place without the LNN funding
- The project provide detailed statistics which are of use for related courses as well as the original project e.g. Raw Materials Management
- Excellent industrial contacts
FAD2-009
- Very close team work with LLN and the University of Lincoln
  The University informed the FD process. This proved to be very useful
  staff development.
- The partnership working encouraged contact with Campden and Chorley
  Wood Food and Drink Research Centre. This is a very valuable facility for
  use by College staff and learners.
- LLN marketing initiatives
- The project further promoted sound relationships with employers e.g.
  Morrisons

Development of Further Projects

FAD2-005
Further informed other food related modules providing up to date information
which will enhance module updating
It is considered to be only a matter of time before environmental and economic
concerns, within the food industry, will encourage manufacturers to adopt the
latest technology and be prepared to modernise at an even faster rate. The
programme provides a platform for such developments in terms of education and
learning. Opportunities for distance learning and CPD will increase the potential
use of the materials allied to the FD.

FAD2-009
E learning and work based projects are being developed from the FD

7.7 FOOD AND DRINK STAFF DEVELOPMENT PROJECTS

In 2008 it was proposed that Food and Drink staff development should be
managed through the ABTG. In total there were nine proposals, but two were
cancelled because of circumstances such as external events being over subscribed.
Appendix 3 provides information regarding the activity and progress reporting.

The activities are not in the same vein as those seen in Section 7.6. It is more
appropriate to concentrate on seeing them in the light of their objectives and if the
desired staff development took place.

All the active project objectives were met

FADSD3-001
Attendance at the Annual NPD for Food and Drink. Application cancelled
FADSD3-002
This involved attendance at the seminar ‘Launching Better Food and Drink Products for Tougher Times’ Birmingham NEC 5th Nov. 2008. The objectives were:
- To enable benchmarking to take place with food companies who lead the way in New Product Development (NPD) and consumer research
- Review current trends in NPD in order to strengthen the University of Lincoln’s related NPD module
- To provide up to date case studies
- To increase the profile of the University of Lincoln with potential food industry partners
Retail seminar participants included Silver Spoon, Nestle, the Co-op, Marks and Spencers and Waitrose.

FADSD3-003
Attendance at SSCLLN partnership awareness raising events.
A series of events were made available for partners including employers, Sector Skills Councils, ABTG members, LLN staff and IAG providers.
These provided the opportunity for networking and providing updates on partnership activity.

FADSD3-004
Skills update for Hazard Analysis and Critical Control Point (HACCP) to enable delivery on the FD in Food and Drink Bakery Pathway. Application cancelled as the course was oversubscribed.

FADSD3-005 / FADSD3/006
Statistics courses at the University of Hertfordshire.
The objectives were:
- To update statistical knowledge relevant to course provision
- To become familiar with IBM’s Statistical Package for Social Sciences (SPSS) program.
This staff development was to aid delivery on the Institute of Food Science and Technology’s (IFST) Foundation Sensory Evaluation course which is offered to Food and Drink FD students at the University of Lincoln.

FADSD3-007
This was a six day course to assess current methods and update knowledge in teaching veterinary parasitology to undergraduates, including the new Equine and Animal Foundation Degrees.
The course enabled the updating of current knowledge and methods in veterinary parasitology. It also allowed a focused approach on the correct sections of a large scientific field so as to select appropriate topics, levels and teaching approaches.
There was also the opportunity to enhance the University of Lincoln’s profile in this curriculum area.

It was reported that the course provided exactly what was required.

FADSD3-008
To shadow an experienced lecturer delivering the CIEH Level 4 Food Safety Course for Leicester College at Scalford Hall as part of self development.
Outcomes included:
  - Increased confidence in subject matter
  - Increased confidence in delivery
  - Sharing of good practice
Useful practical elements included being part of learner assignment feedback sessions.

FAD4-009
Attendance at the Institution of Occupational Safety and Health National Food and Drink Manufacturers’ Health and Safety Conference 2009
The participants aim was to enhance their awareness of the issues to facilitate the development of specific modules and materials.

The staff development projects have served their purpose. They have been targeted to specific needs and have achieved quantifiable outcomes. The product of many of the staff’s efforts is seen in the development of new modules, materials and/or teaching and learning methodologies.

All seven ‘active’ staff development projects have involved University of Lincoln staff. One of the cancelled proposals was for a partnership colleague from Leicester College. This course was oversubscribed. It is hoped to secure a place on the next course available in this subject area.

All ABTG members are made aware of project opportunities and this is reinforced by emails and events such as those funded in FADSD 3-003. LLN staff personally contact members to ensure that they are aware of the process of applying for funds. The prevalence of the University of Lincoln’s staff is therefore not at the expense of other partners as they, in the main, have not applied.

8. Conclusions

The Food and Drink ABTG has made significant efforts to address the issue of vocational learner progression to higher level courses together with staff development.

The Change target of 14 will be achieved by the end of the LLN project when viewed in the light of progress to date. At present the achievement is 9 with 5 pending. The Bridging target of 3 has been exceeded as 4 projects have been
completed. The Foundation Degree target is 2 and this has already been achieved with four further FDs pending –Equine Studies, Animal Management, Effective Maintenance and Manufacturing for the Agricultural - Food Industry and Process Automation and Robotics for the Agricultural Food Industry

The learner number Food and Drink target for the three year period is 325 and to date the figure of 387 has been achieved. Both Learner Enrichment events and course programmes have been well attended. Bridging courses involved 202 learners and enrichment 185. Both branches of activity display a strong emphasis on the key LLN objective of widening participation.

The project areas have been clearly defined and the needs which have driven them have been addressed. On occasions changes have been made to the original proposal. These have been very few and were necessary.

The value added element is clear. The funding allowed a large number of projects to be undertaken. The following points indicate the value added dimension:

- Greater industrial engagement
- Improved, accurate data collection
- Indication of the need for new progression opportunities
- Allowed greater potential for APEL and distance learning
- Collaboration
- Attempts to incorporate professional body qualifications
- More efficient delivery
- Enhanced staff development opportunities

The value added section provides one of the best indicators regarding the sustainability of many of the project themes after the LLN’s lifetime.

The ABTG membership list (See 7.5.3) includes 23 members, but meeting attendance has been an issue although the use of email correspondence has alleviated the problem. From June, 2009 no further meetings have taken place and effective business has continued via electronic means and this has been effective. Suggestions have been made that a meeting allowance payment may have improved the attendance situation although this is by no means certain. Clearly contact takes place between the Sector Lead, the Project Manager and the Executive Director of East Midlands NTI Ltd on a very regular basis.

A related issue to the attendance is the fact that the vast majority of proposals have emanated from the University of Lincoln. Other institutions in the area were not excluded. They had access to the relevant information and the ABTG meetings were open to all with an interest in this curriculum area. The number of courses offered by the University in Food and Drink is very large and the numbers of staff willing to engage in project activity was also large. The ABTG membership was kept fully informed of the proposals and had the opportunity to
be part of the decision making process as to which proposals should be accepted and to present their own.

Very few proposals were received from other institutions. Leicester College did present a proposal and its acceptance led to the Foundation Degree in Bakery.
## Appendices

### Appendix 1

**FOOD AND DRINK ABTG PROJECT PROPOSALS – MEETING MINUTES + PROGRESS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title and Meeting Evidence to Date</th>
<th>Lead</th>
<th>Funding</th>
<th>Progress Reporting Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD1-001</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
<td></td>
</tr>
<tr>
<td>FAD1-002</td>
<td>Scoping study for FD in Com. Horticulture</td>
<td>David Stainton U of Lincoln</td>
<td>£ 4000</td>
<td><strong>Summative Report Questionnaire</strong></td>
</tr>
<tr>
<td>FAD1-003</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
<td></td>
</tr>
<tr>
<td>FAD1-004</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
<td></td>
</tr>
</tbody>
</table>
| FAD2-005 | Scoping study to assess the demand for a Foundation Degree in Food and Drink Packaging.  
16th Jan. 08 ABTG. Individual responsible for scoping study would attend international conference. This element of funding would be applied for through Staff Development ABTG. (08/008a)  
11th June 08 ABTG. Yunus Khatri provided presentation detailing findings of scoping study to assess demand. Final Report. (08/040)  
Validation of Pathways had taken place. Partnership Committee held in June confirming collaboration between Leicester College and U of L. Leicester College and U of L currently writing the contract. (08/042)  
1st Oct. 08 ABTG. Sharon Dunn stated that the ‘Packaging’ FD had not recruited. Possibility of Jan. 09 intake. (08/062) | Mark Swainson  
U of Lincoln | £ 3000 | Verbal report  
Successful validation  
Summative Report  
Questionnaire |
|---|---|---|---|---|
| FAD2-006 | Development of 60 credit certificate qualifications in Food Manufacture, Agriculture and Commercial Horticulture. (includes Primary Food Production)  
16th Jan. 08 ABTG. Funding proposal approved. (08/008b)  
6th August 08 ABTG. Summary report noted. 60 credit certificate was aimed at learners from FE to HE and would commence Sept. 08. (08/052) | David Stainton  
U of Lincoln | £ 3000 | Summative Report  
Questionnaire |
| FAD2-007 | Development of Distance Learning Materials for Foundation Degree Programmes.  
16th Jan. 08 ABTG. Funding proposal approved. (08/008c)  
6th August 08 ABTG. Summary report noted. Blackboard system now being used with enhanced learning materials being developed. (08/053) | David Stainton  
U of Lincoln | £14000 | Questionnaire  
Summative Report |
<table>
<thead>
<tr>
<th>FAD2-008</th>
<th>Scoping Study to assess the demand for Technical ESOL bridging course 27th Feb. 08 ABTG. Noted that this would prepare people for an FD helping to overcome language barriers. Funding proposal approved. (08/020) 11th June 08 ABTG. Interim and Summary Reports received. Recognised need for higher level ESOL courses. Most companies expressed need for technical ESOL courses alongside FDs. Noted that employers were keen to see immediate benefits to their businesses by sending staff on the course with cost, timing and location being key issues for potential learners. Final report due 30th June 08. Course would be ready to run in September 08. (08/041) 1st Oct. 08 ABTG. Summary report received and noted. Been very successful. Noted that £3,000 IAG funding had enabled U of L to support a part time member of ESOL staff to assist and develop ESOL activity at Holbeach. Open Day to take place at beginning of Dec.. Course to start at end of Jan. 09. Question asked as to whether this provision could be available to other networks. Sharon Dunn to clarify. (08/063)</th>
<th>Rachel Bowser U of Lincoln</th>
<th>£ 2000</th>
<th>Two interim reports Questionnaire Summative Report (written by Sam Davis, FCE Course Director) Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD2-009</td>
<td>Development of two Foundation Degree pathways in Food Manufacture 27th Feb. 08 ABTG. Noted that U of L required validation during April for courses to commence in Sept 08. Noted that possible extra funding (£4,000) was left to support Leicester College for sending staff to U of L twice a week (should there be no further projects coming forward at this time). (08/020) 16th April 08 ABTG. Agreed that the £4,000 should be allocated to Leicester College. (08/031)</td>
<td>David Thomas Leicester College</td>
<td>£20000</td>
<td>Interim report Relevant Marketing report Successful validation of Bakery FD. Reporting documentation.(FD in Meat not seen by Leicester College as appropriate at this time) Questionnaire</td>
</tr>
</tbody>
</table>
| FAD3-010 | Short course delivery to widen LLN participation  
26\textsuperscript{TH} Nov. 08 ABTG. U of L and Leicester College working together to prioritise provider staff development to widen knowledge as a Network. Proposal approved. (08/078)  
29\textsuperscript{th} June 08 ABTG. Summative Report. Some of results pending. On level 4 course, engagement made with Tresham College and South Leicestershire. Report noted. Recognised that course will run again. (09/044) | Sharon Dunn  
U of Lincoln | £ 9020 | Summative Report |
|---|---|---|---|---|
| FAD3-011 | Specialist Consultancy for LLN  
26\textsuperscript{TH} Nov. 08 ABTG. Continue to buy extra time for Sharron Dunn. Proposal endorsed by LLN Central Office. ABTG members approved the proposal. | Hilary Whaley  
NTI for S. Dunn | £ 2800 | Not applicable |
| FAD3-012 | Scoping study to determine the need for full time Foundation Degree provision for the food manufacturing sector within South Lincolnshire  
26\textsuperscript{TH} Nov. 08 ABTG.U of L leading with assistance of Leicester College. Main aim of looking at potential for full time degree programme for Network. Proposal approved. (08/080)  
12\textsuperscript{th} May 08 ABTG. Interim Report presented. Group referred to initial outcomes and conclusions. Summative Report due towards end of year. Pauline Lovatt (or another HE member of staff) to provide summative report at June 09 meeting. This was noted. (09/018) | Pauline Lovatt  
U of Lincoln | £20250 | Interim Reports  
Final Report  
Questionnaire |
| FAD3-13 | Attendance at Sleaford Hall LLN Conference re Level 4 Food safety.  
2 attendees from University of Lincoln, 2 from Leicester College  
26<sup>TH</sup> Nov. 08 ABTG. Noted that proposal had been approved via email in October. (08/081) | Sharon Dunn  
U of Lincoln | £ 600 | Not applicable |
|---|---|---|---|---|
| FAD3-14 | Development of Foundation Degrees in Small Animal Care and Equine  
26<sup>TH</sup> Nov. 08 ABTG. Request made for approval via email by 11<sup>th</sup> Dec 08. (08/086)  
29<sup>th</sup> June 08 ABTG. Interim Report received. Ruth Simpson now taking responsibility for project. Summative Report due imminently. Key points for scoping study identified and noted by ABTG. (09/039) | Bill Meredith  
U of Lincoln  
Ruth Simpson,  
U of Lincoln, now taken responsibility | £20,000 | Interim Report  
Summative Report |
| FAD3-015 | Interim testing and trialling of overarching principles and operational criteria for a common short course across FE and HE through the inclusion of a Foundation Degree (FD) unit in Food Safety Management  
12<sup>th</sup> May 08 ABTG. Proposal approved. (09/022)  
29<sup>th</sup> June 08 ABTG. Summative Report noted. Following success of Level 4 safety course, credit programme was through use of existing CIEH qualification. Noted that CIEH exam could be taken as top-up. (09/041) | Sharon Dunn  
Mark Swainson  
U of Lincoln  
Riseholme College | £ 4500 | Summative report |
<table>
<thead>
<tr>
<th>Project Code</th>
<th>Description</th>
<th>Principal Investigator</th>
<th>Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD3-016</td>
<td>Scoping Study to determine the need for an internationally recognized Foundation Degree for the food managers and technologists in the retail sector within South Lincolnshire</td>
<td>Pauline Lovatt U of Lincoln</td>
<td>£27500</td>
<td>Interim report Questionnaire Summative Report 28th Feb. 2010</td>
</tr>
<tr>
<td>FAD3-017</td>
<td>Interim testing and trialling of the overarching principles and operational criteria for a common approach to credit across Further Education (FE) and Higher Education (HE) through the inclusion of a Foundation Degree (FD) Unit</td>
<td>Sharon Dunn U of Lincoln</td>
<td>£ 4000</td>
<td>Summative report</td>
</tr>
<tr>
<td>FAD3-018</td>
<td>Scoping Study to assess the demand for a Foundation Degree in Process Automation and Robotics for the Agriculture/Food Industry 12th May 08 ABTG. Proposal result of new building at U of L and securing further engineering expertise. Letter of confirmation to be obtained from U of L to validate this as an FD. Interim Report due July 09, Summative Report October 09. Proposal approved in principle. (09/025) 29th June 08 ABTG. U of L letter of support received. (09/034)</td>
<td>Mike Dudbridge U of Lincoln</td>
<td>£17250</td>
<td>Interim report Final Report March 2010</td>
</tr>
<tr>
<td>FAD3-019</td>
<td>The development of bridging programmes in equine studies and animal management from Foundation Degrees onto BSc provision 29th June 08 ABTG. Proposal Approved. (09/045)</td>
<td>Ruth Simpson U of Lincoln (Riseholme College)</td>
<td>£ 5000</td>
<td>Summative report (explanation within this as to reason why there was no interim report) Questionnaire</td>
</tr>
<tr>
<td>FAD3-020</td>
<td>Facilitating progression and adult learning by the development of bridging programmes in equine studies and animal management from Further Education into Higher Education 29th June 08 ABTG. Proposal approved. (09/046)</td>
<td>Ruth Simpson U of Lincoln (Riseholme College)</td>
<td>£10000</td>
<td>Summative report Questionnaire</td>
</tr>
<tr>
<td>FAD3-021</td>
<td>Contract proposal for evaluation of Food and Drink ABTG</td>
<td>Brian Elgie Consultant</td>
<td>£ 4000</td>
<td>Report Feb. 2010</td>
</tr>
<tr>
<td>FAD3-022</td>
<td>Scoping study to assess demand for FD in Effective Maintenance and Manufacturing for the Agri-Food Industry</td>
<td>Bob Hindry</td>
<td>£20000</td>
<td>Final Report end of March 2010</td>
</tr>
<tr>
<td>FAD3-023</td>
<td>Scoping study to determine need for an Access course for FD in Food Manufacture</td>
<td>Pauline Lovatt</td>
<td>£ 5100</td>
<td>Results and analysis Dec 09/Jan 2010, Final report Feb. 2010</td>
</tr>
<tr>
<td>FAD3-024</td>
<td>Scoping study to determine need for FD in Food Manufacturing tailored to suite needs of particular companies and their key suppliers in Food manufacturing sector with EMDA region</td>
<td>Pauline Lovatt</td>
<td>£20420</td>
<td>Results and analysis Feb. 2010 Final Report end of Feb. 2010</td>
</tr>
<tr>
<td>FAD3-025</td>
<td>Mapping of Managing People Module to Prof. Chartered Management qualification in Team Leadership</td>
<td>Pauline Lovatt</td>
<td>£ 2860</td>
<td>Presentation of findings Dec 09/ Jan 2010 Final Report Feb 2010</td>
</tr>
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<tr>
<td>FAD4/026</td>
<td>Scoping study to assess demand for FD in Effective Maintenance and Manufacturing for Agri-Food Industry. (additional funding for FAD3/022)</td>
<td>Bob Hindry</td>
<td>£20,000</td>
<td>Report</td>
</tr>
</tbody>
</table>

**GREEN = Progress reporting complete or not yet due**

**Appendix 2**
### FOOD AND DRINK ABTG PROJECT PROPOSALS – QUESTIONNAIRES AND PROGRESS REPORTING

<table>
<thead>
<tr>
<th>Code</th>
<th>Title and Evidence to Date</th>
<th>Lead</th>
<th>Funding</th>
<th>Progress Reporting Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD1-001</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
<td></td>
</tr>
</tbody>
</table>
| FAD1-002 | **Objectives met?**  
To investigate the demand and need within the commercial horticulture sector for a higher level qualification as a mechanism to address the shortage, as identified by Lantra, of skilled technical individuals within the industry  
The study was completed and all the objectives met.  
Changes?  
None  
Barriers?  
There were no barriers in achieving the objectives, but it became very clear that the industry is dominated by a small number of large companies, together with a large number of SME’s employing less than 10, and in many case 2, employees.  
Different approach?  
The approach was correct and the cooperation from all sectors of the industry was extremely high. All acknowledged the need for training and education, and the development of highly skilled individuals to move the industry forward. The support in terms of suggestions for programme content, format of delivery | David Stainton  
U of Lincoln | £ 4000 | **Summative Report Questionnaire** |


(day release, full time, distant learning), length of programme (two years full time, three years part-time) was forthcoming, including the offers of speakers and visits.

Funding benefits?
The value of the funding was to enable a detailed study of the commercial horticulture industry to be carried out. This in turn, provided the data and information for a programme to be developed which met the needs of the industry, and one that was sufficiently fluid, that could be adapted and amended to meet the changing face of the industry.

Other projects encouraged?
It has informed tutors as to the mechanism to carry out a successful scoping study and how to manage the data collected in a constructive manner.

<table>
<thead>
<tr>
<th>Project Code</th>
<th>Status</th>
<th>Details</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD1-003</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
</tr>
<tr>
<td>FAD1-004</td>
<td>Did not proceed. No contract issued</td>
<td></td>
<td>£ 0</td>
</tr>
<tr>
<td>FAD2-005</td>
<td>Scoping study to assess the demand for a Foundation Degree in Food and Drink Packaging. Objectives met? Yes with regard to the scoping study. Following the successful study, the food foundation degree “packaging” route was written (all module descriptors), validated by the University of Lincoln and promoted. Unfortunately uptake of the route has not yet been sufficient to warrant commencement, however the route remains “live” and awaits an upturn in students wishing to study a packaging orientated route.</td>
<td>Mark Swainson U of Lincoln</td>
<td>£ 3000</td>
</tr>
</tbody>
</table>

Verbal report
Successful validation
Summative Report Questionnaire
<table>
<thead>
<tr>
<th>Changes?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barriers?</td>
<td>No</td>
</tr>
<tr>
<td>Different approach?</td>
<td>Generate an ongoing employer / food manufacturer steering group out of the initial scoping discussions which would help to generate “buy in” to the initiative and further inform the content of the foundation degree route on an ongoing basis following launch.</td>
</tr>
<tr>
<td>Funding benefits?</td>
<td>This scoping study would not have been able to take place without the related funding. This provided a much needed opportunity to focus upon the growing / important area of food industry packaging and the University provision of packaging related teaching.</td>
</tr>
<tr>
<td>Other projects encouraged?</td>
<td>Yes, whilst the envisaged route is not yet running, the materials and course content developed has further informed food related modules taught upon other routes (eg. Raw Materials Management and New Product &amp; Process Development Modules).</td>
</tr>
<tr>
<td>Additional Comments</td>
<td>I believe that the packaging route developed following the initial scoping study is a strong route addition to the University Food Foundation Degree programme and that it is only a matter of time before environmental and economic concerns / issues within the food industry start to drive students to wish to study this particular route.</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| FAD2-006   | Development of 60 credit certificate qualifications in Food Manufacture, Agriculture and Commercial Horticulture. (includes Primary Food Production) | Yes             | none     | None      | No                  | The funding enabled the development of the certificates to take place and provide a wider provision to prospective students. | The project itself has not encouraged similar developments but has focused attention to accessibility of progression routes. | David Stainton  
U of Lincoln | £ 3000 | Summative Report  
Questionnaire |
| FAD2-007   | Development of Distance Learning Materials for Foundation Degree Programmes. | The objectives of the project were met and in some cases surpassed, particularly with regard to the understanding of blackboard and the opportunities for delivery of remote programmes. | David Stainton  
U of Lincoln | £14000 | Summative Report  
Questionnaire |
The objectives examined included learning materials and resources, quality of the learning materials, delivery of effective tutor support, development of peer group support networks, equality in attainment, cost effectiveness, and equal opportunities.

Changes?
None

Barriers?
The barriers to achieving the objectives were only those concerned with time and being able to prioritise workload. As the project developed issues and questions arose for debates which were unexpected. It would have been extremely useful to have explored all these issues in depth, something that time did not permit.

Different approach?
There would be very little change in the approach taken to a similar project, only perhaps to build-in time to allow increased flexibility to explore ideas to their full.

Funding benefits?
The benefits of the funding are still emerging and will continue to do so. It has enabled a study to take place that otherwise would not have happened. This would have had a serious impact on the development of the curriculum within the faculty, particularly that of distance learning.
This project, through the availability of funding, has led to collaboration on projects associated with distance learning, with other faculties and groups within the University.

Other projects encouraged?
The project has encouraged collaborative work with CERD (Centre for Educational Research and Development) within the University, which in turn has moved issues and concerns arising out of the work to be debated and discussed, and the wider impact assessed.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FAD2-008</td>
<td>Scoping Study to assess the demand for Technical ESOL bridging course</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>Approach a greater diversity of non native English speakers.</td>
<td>Making people aware of the English courses available and other courses available at the Holbeach Campus</td>
<td>Evening classes have been set up to help lower level non native English speakers in the local area to improve their English language skills.</td>
</tr>
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<tr>
<td>FAD2-009</td>
<td>Development of two Foundation Degree pathways in Food Manufacture</td>
<td>Met regarding Bakery proposal, but not for Meat.</td>
<td></td>
<td></td>
<td>Explored latter possibility as requested but cost implications and lack of in house expertise led to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rachel Bowser  
U of Lincoln  
£ 2000

Two interim reports  
Questionnaire  
Summative Report  
(written by Sam Davis, FCE Course Director)  
Questionnaire

David Thomas  
Leicester College  
£20000

Interim report  
Relevant Marketing report  
Successful validation of Bakery FD. Reporting
concentration on Bakery.
Changes?
No as adhered to brief with the exception of meat proposal

Barriers?
New bakery construction over ran meaning that it was too late to market the successfully validated FD programme for a September, 2009 start. Meat FD as explained in objectives section

Different approach?
Concentrated on Bakery

Funding benefits?
Enabled staff time for preparation at a time of limited resources because of bakery construction developments

Other projects encouraged?
No as concentrating, at the moment, on consolidation

documentation. (FD in Meat not seen by Leicester College as appropriate at this time)

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Instructor</th>
<th>Cost</th>
<th>Document Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD3-010</td>
<td>Short course delivery to widen LLN participation</td>
<td>Sharon Dunn U of Lincoln</td>
<td>£9020</td>
<td>Summative Report</td>
</tr>
<tr>
<td>CON3-011</td>
<td>FAD3-011</td>
<td>Specialist Consultancy for LLN</td>
<td>Hilary Whaley NTI for S. Dunn</td>
<td>Not applicable</td>
</tr>
<tr>
<td>FAD3-012</td>
<td>Scoping study to determine the need for full time Foundation Degree provision for the food manufacturing sector within South Lincolnshire</td>
<td>Pauline Lovatt U of Lincoln</td>
<td>£20250</td>
<td>Interim Reports Final Report Questionnaire</td>
</tr>
<tr>
<td>Barriers?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different approach?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding benefits?</td>
<td>This scope has benefitted the Faculties development of Food Manufacture programmes significantly. There was found to be a need for a Full time BSc programme which the University is moving forward on. The scope also identified improvements that could be made in the existing framework which have been taken into consideration e.g. incorporating professional qualifications as secondary learning goals or allowing APEL on particular modules if the learner hold a relevant professional qualification. There was also an identified need for a level 0 programmes as an entrance point to the qualification, directed to working learners.</td>
<td></td>
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</tr>
<tr>
<td>Other projects encouraged?</td>
<td>Three more projects have been identified through this project: Scoping Study to determine the need for an internationally recognized Foundation Degree for the food managers and technologists in the retail sector within South Lincolnshire; Access programme development for Foundation Degree; Mapping project for APEL of Management module on the Foundation Degree.</td>
<td></td>
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</tr>
</tbody>
</table>
| FAD3-13 | Attendance at Scalford Hall LLN Conference re Level 4 Food safety. 2 attendees from University of Lincoln, 2 from Leicester College | Sharon Dunn  
U of Lincoln | £ 600 | Not applicable |
|--------|---------------------------------------------------------------------------------------------------|-----------------|-------|----------------|
| FAD3-014 | Development of Foundation Degrees in Small Animal Care and Equine  
**Objectives met?**  
Changes?  
Barriers?  
Different approach?  
Funding benefits?  
Other projects encouraged? | Bill Meredith  
U of Lincoln  
Ruth Simpson,  
U of Lincoln,  
now taken responsibility | £20,000 | Interim Report  
Summative Report |
| FAD3-015 | Interim testing and trialing of overarching principles and operational criteria for a common short course across FE and HE through the inclusion of a Foundation Degree (FD) unit in Food Safety Management | Sharon Dunn  
Mark Swainson  
U of Lincoln  
Riseholme College | £ 4500 | Summative report |
| FAD3-016 | Scoping Study to determine the need for an internationally recognized Foundation Degree for the food managers and technologists in the retail sector within South Lincolnshire  
**Objectives met?** | Pauline Lovatt  
U of Lincoln | £27500 | Interim report  
Questionnaire  
Summative Report  
28th Feb. 2010 |
Unfortunately the project is running behind schedule. This was due to a late set up date in the academic calendar resulting in staff availability issues. There has also been difficulty arranging meetings with the appropriate level of contact within the major retailers. So far interviews have been arranged with: Morrisons, and Sainsburys. M and S and the project will be presented by a senior manager at a M and S away day w/c 7th December, we await feedback. We have been in contact with co-op at Lincoln, HR director, and passed on valuable details of the learning manager for the group, a meeting is anticipated over the next few weeks. There has also been a review of the sector skills councils for retail offering in specialist retail programmes for Food. The French college delivering the course and the accreditation body in France.

Changes?
No

Barriers?
The main barrier for this project has been timings, when trying to obtain meetings with influential manager/directors in group companies.

Different approach?
Make and extension on the times required to complete.

Funding benefits?
At the moment this cannot be commented upon.
<table>
<thead>
<tr>
<th>Project Code</th>
<th>Project Description</th>
<th>PI</th>
<th>Budget</th>
<th>Report Type</th>
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<tbody>
<tr>
<td>FAD3-017</td>
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<td>Sharon Dunn, U of Lincoln</td>
<td>£4000</td>
<td>Summative report</td>
</tr>
<tr>
<td>FAD3-018</td>
<td>Scoping Study to assess the demand for a Foundation Degree in Process Automation and Robotics for the Agriculture/Food Industry</td>
<td>Bob Hindry, U of Lincoln</td>
<td>£17250</td>
<td>Interim report Final Report March 2010</td>
</tr>
<tr>
<td>FAD3-019</td>
<td>The development of bridging programmes in equine studies and animal management from Foundation Degrees onto BSc provision. <strong>Objectives met?</strong> All objectives have been met. No changes from the original targets had to be effected. <strong>Changes?</strong> No. <strong>Barriers?</strong> No barriers were encountered. Due to the funding awarded and the willingness of staff at other institutions to share information regarding bridging programmes and consultation with the staff involved with the BSc third years at Lincoln, the whole process went smoothly. <strong>Different approach?</strong> As the creation of the bridging programmes worked well, it is highly unlikely that the project would be carried out differently. <strong>Funding benefits?</strong></td>
<td>Ruth Simpson, U of Lincoln (Riseholme College)</td>
<td>£5000</td>
<td>Summative report (explanation within this as to reason why there was no interim report) Questionnaire</td>
</tr>
</tbody>
</table>

Other projects encouraged? At the moment this cannot be commented upon.
The main benefit of the funding was that it allowed an academic member of the team to be freed from some lecturing hours to build the bridging programmes. An important aspect of this was having the time to research other provision elsewhere, particularly other institutions’ methods and timescales of delivery. This has helped create a more viable and efficient programme than would otherwise perhaps have been designed.

Other projects encouraged?
Yes, it has encouraged the development of bridging/access programmes from FE to HE.

<table>
<thead>
<tr>
<th>FAD3-020</th>
<th>Facilitating progression and adult learning by the development of bridging programmes in equine studies and animal management from Further Education into Higher Education</th>
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</thead>
<tbody>
<tr>
<td>Objectives met?</td>
<td>All objectives have been met. No changes from the original targets had to be effected.</td>
</tr>
<tr>
<td>Changes?</td>
<td>None</td>
</tr>
<tr>
<td>Barriers?</td>
<td>No barriers were encountered. Due to the funding awarded, time could be allocated for a member of academic staff to research the requirements for the new programme. Staff at both the University of Lincoln and other institutions were willing to share information regarding areas of HE study they have found students to struggle with and also information was sought from Ruth Simpson U of Lincoln (Riseholme College)</td>
</tr>
<tr>
<td>Changes?</td>
<td>None</td>
</tr>
<tr>
<td>Barriers?</td>
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</tr>
<tr>
<td>£10000</td>
<td>Summative report Questionnaire</td>
</tr>
</tbody>
</table>
the HE students themselves. Different approach? Although the creation of the bridging programmes worked well, it would perhaps have been beneficial to include an even greater number of ex FE-HE students in the student questionnaire. Funding benefits? The main benefit of the funding was that it allowed an academic member of the team to be freed from some lecturing hours to complete this project. An important aspect of this was having the time to research the requirements of an FE to HE bridging programme from both staff and student perspectives. This has helped create a more viable and efficient programme than would otherwise perhaps have been designed. Other projects encouraged? Yes, it has initiated the idea of a credit rated “Introduction to HE Study” to be put forward to Edexcel for inclusion on the National Diploma units list as an option for students contemplating progressing to from FE to HE study. The viability of this idea is still being investigated.

<p>| NO FURTHER QUESTIONNAIRE RESPONSES AS THE REMAINING PROJECTS HAVE NOT YET REACHED THEIR COMPLETION DATE |
|---|---|---|---|
| FAD3-021 | Contract proposal for evaluation of Food and Drink ABTG | Brian Elgie Consultant | £4,000 | Report Feb. 2010 |
| FAD3-022 | Scoping study to assess demand for FD in Effective Maintenance and Manufacturing for Agri-Food Industry | Bob Hindry | FAD3-022 | Final Report end of March 2010 |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Lead Person</th>
<th>Amount</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAD3-023</td>
<td>Scoping study to determine need for an Access course for FD in Food Manufacture</td>
<td>Pauline Lovatt</td>
<td>£5,100</td>
<td>Results and analysis Dec 09/Jan 2010, Final report Feb. 2010</td>
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<tr>
<td>FAD3-024</td>
<td>Scoping study to determine need for FD in Food Manufacturing tailored to suit needs of particular companies and their key suppliers in the food manufacturing sector within the EMDA region</td>
<td>Pauline Lovatt</td>
<td>FAD3-024</td>
<td>Results and analysis Feb. 2010, Final Report end of Feb. 2010</td>
</tr>
<tr>
<td>FAD3-025</td>
<td>Mapping of Managing People module to Professional Chartered Management qualification in Team Leadership</td>
<td>Pauline Lovatt</td>
<td>£ 2,860</td>
<td>Presentation of findings Dec 09/ Jan 2010, Final Report Feb 2010</td>
</tr>
<tr>
<td>FAD4/026</td>
<td>Scoping study to assess demand for FD in Effective Maintenance and Manufacturing for Agri-Food Industry. (additional funding for FAD3/022)</td>
<td>Bob Hindry</td>
<td>£20,000</td>
<td>Report</td>
</tr>
</tbody>
</table>

GREEN = Progress reporting complete or not yet due

Appendix 3
<table>
<thead>
<tr>
<th>Code</th>
<th>Title and Meeting Evidence to Date</th>
<th>Lead</th>
<th>Progress Reporting Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FADSD 3-001</td>
<td>Attendance at Annual NPD for Food Business in Amsterdam. 1&lt;sup&gt;st&lt;/sup&gt; Oct. 08 ABTG. Proposal approved. (08/064) 26&lt;sup&gt;th&lt;/sup&gt; Nov. 08 ABTG. Cancelled. To be amended and reissued as FADSD3 – 002. (08/077)</td>
<td>Linda McWatt U of Lincoln</td>
<td>Cancelled</td>
</tr>
<tr>
<td>FADSD 3-002</td>
<td>Attendance at seminar “Launching Better Food and Drink Products for Tougher Times” Birmingham NEC 5&lt;sup&gt;th&lt;/sup&gt; November 2008 26&lt;sup&gt;th&lt;/sup&gt; Nov. 08 ABTG. Proposal approved. (08/077)</td>
<td>Linda McWatt U of Lincoln</td>
<td>Report</td>
</tr>
<tr>
<td>FADSD 3-003</td>
<td>Attendance at SSC events including 19&lt;sup&gt;th&lt;/sup&gt; November Partnership Forum</td>
<td>Sharon Dunn U of Lincoln</td>
<td>NA</td>
</tr>
<tr>
<td>FADSD 3-004</td>
<td>Skills update for HACCP to enable delivery on Foundation Degree in food and drink bakery pathway 10&lt;sup&gt;th&lt;/sup&gt; March 09 ABTG. Virtual Meeting. Proposal circulated.</td>
<td>Jane Talbot Leicester College</td>
<td>Course oversubscribed. New project number issued for alternative course</td>
</tr>
<tr>
<td>FADSD 3-005</td>
<td>Statistics Course University of Hertfordshire 12&lt;sup&gt;th&lt;/sup&gt; May 09 ABTG. Proposal approved. (written incorrectly as FADSD3-04 in minutes). (09/026)</td>
<td>Linda McWatt U of Lincoln</td>
<td>Report received covering both FADSD 3-005 and 006</td>
</tr>
<tr>
<td>FADSD 3-006</td>
<td>Statistics Course (as above) 12&lt;sup&gt;th&lt;/sup&gt; May 09 ABTG. Proposal approved. (written incorrectly as FADSD3-05 in minutes). (09/027)</td>
<td>Linda McWatt U of Lincoln</td>
<td>As above</td>
</tr>
<tr>
<td>FADSD 3-007</td>
<td>6 day course to assess current methods and updated knowledge in teaching veterinary parasitology to undergraduates, including new Equine and Animal Foundation Degrees</td>
<td>Frank Ruedisueli U of Lincoln (Riseholme)</td>
<td>Report received</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Author</td>
<td>Status</td>
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<tr>
<td>29th June 09 ABTG</td>
<td>Proposal for attendance at World Association for the Advancement of Veterinary Parasitology Conference. Proposal approved. (09/042)</td>
<td>College)</td>
<td></td>
</tr>
<tr>
<td>FADSD 3-008</td>
<td>To shadow an experienced lecturer delivering the CIEH L4 Food Safety Course for Leicester College at Scalford Hall as part of self development. 29th June 09 ABTG. Proposal for Jane Thatcher to shadow experienced lecturer delivering CIEH Level 4 food safety course for Leicester College at Scalford Hall. Summative Report included with proposal. ABTG approved proposal retrospectively. (09/043)</td>
<td>Jane Thacker U of Lincoln</td>
<td>Report received</td>
</tr>
<tr>
<td>FADSD4-009</td>
<td>Attendance at IOSH Conference. National Food and Drink Manufacturers Health and Safety Conference 2009</td>
<td>Jane Thacker U of Lincoln</td>
<td>Report received</td>
</tr>
</tbody>
</table>

**GREEN = Progress reporting complete**