

Integrating an International Skills Partnership

NORTHERN
Regional College

VUSELELA TVET
COLLEGE



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

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1 Executive Summary

This International Skills Partnership (ISP) Advanced project was a partnership between Northern Regional College, Northern Ireland, United Kingdom (UKNI), Vuselela TVET College and Taletso TVET College South Africa (SA) with a common vision to enhance the student experience through internationalisation of the curriculum. Six staff and 60 students participated in a one year '*problem based learning*' (PBL) project aimed at developing new, innovative, creative curriculum in the fields of Travel and Tourism and Business Studies. Colleges acted as a host for six local businesses to participate. To promote wider understanding of the benefits of participating in an ISP project Vuselela TVET College acted in a mentor capacity with Taletso TVET College.

Six International Project Leaders (IPL), two each at NRC, VC and TC were supported by two International Champions to deliver the PBL project with students; this included making adjustments to identified assignments in Business Studies and Tourism respectively to integrate an international dimension into the learning process. IPLs were responsible for re-defining 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.

This PBL project moved students from a theoretical understanding to develop their skills enabling them to identify market opportunities and consider self-employment as a career option. Specific outcomes included new pedagogic practices and associated assessment tools in the form of four assignment case-studies enabling higher level entrepreneurship skills to be realised amongst students thereby narrowing the gap between college and the world of work.

It is hoped that this guide will provide policy makers, curriculum leaders and delivery staff practical steps and tools for integrating international skills partnerships within the TVT curriculum.



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2 Introduction

2.1 About this guide to integrating an International Skills Partnership

This guide has been produced following a one year International Skills Partnership (ISP) Advanced project involving three Technical, Vocational Education and Training (TVET) providers:

- Northern Regional College, Northern Ireland, United Kingdom
- Vuselela TVET College, Klerksdorp, North West Province, South Africa
- Taletso TVET College Ngaka Modiri Molema District, North West Province, South Africa

The project sought to build on the knowledge and skills gained during the previous ISP Foundation project and aimed to increase participating college capacity for international partnership working, observe, develop and share best practice in integrating International Partnerships today and in the future.

The guide aims to support practitioners in TVET colleges as they seek to integrate International Partnerships within the wider college strategic and operational plans, and to apply tested ideas and good practice to their own approach. Senior Leadership/Management teams should also find the guide informative as they consider the value of International Partnership in staff development and enhancing wider student experience.

2.2 Context

Collaboration or partnership working in the business community is a natural business process as business owners seek to derive economic value from the supply of goods and services. 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.

South Africa's TVET system led by the Department of Higher Education & Training (DHET) shares this ambition as Vuselela TVET College *'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'* and Taletso TVET College *'seeks to be a dynamic institution committed to growing skilled people for a better future'*

With this shared vision mind the Northern Regional College, Vuselela TVET College and Taletso TVET College delivered an ISP Advanced project to enrich the lives of staff, students and employers by providing an opportunity to participate in international mobility through an international partnership project. All three 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.



2.3 Definition

Throughout this ISP Advanced 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)

In the former ISP Foundation project partners held the view that an International partnership Ecosystem contained seven elements.

1. Strategic Intent
2. Management and Coordination
3. Recruitment of Participants
4. Delivery Methods
5. Programme Content
6. Programme Enrichment
7. Celebrating Success

The extent to which these elements are fully embedded at curriculum level will give an indication of the college's commitment to international partnerships. During this ISP Advanced project an eighth element was identified, Organisational Structure which plays a key part in transmitting the Senior Leadership/Management Team strategy into Management and co-ordination policies and practices.



3 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.



3.1 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 is increased when the SLT articulate a vision and way forward that staff and students can buy into. For clarification and standardisation across the three 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.

3.1.1 Baseline by Partner

| In our 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 | | TC | VC | NRC | | |
| International Policies and Procedures | | TC | VC | NRC | | |
| International Operational Plans | | TC | NRC VC | | | |

| College | Baseline Score |
|---------|----------------|
| NRC | 11/18 = 61 |
| VC | 9/18 = 50 |
| TC | 6/18 = 33 |

3.1.2 Initial Findings

From the outset of this ISP Advanced project both NRC and VC report having an international strategy, policies and action plan albeit at a limited start in limited areas for VC and wider representation for NRC. TC's participation in this projects was in a shadowing capacity to gain first-hand experience of developing an international partnership. 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.

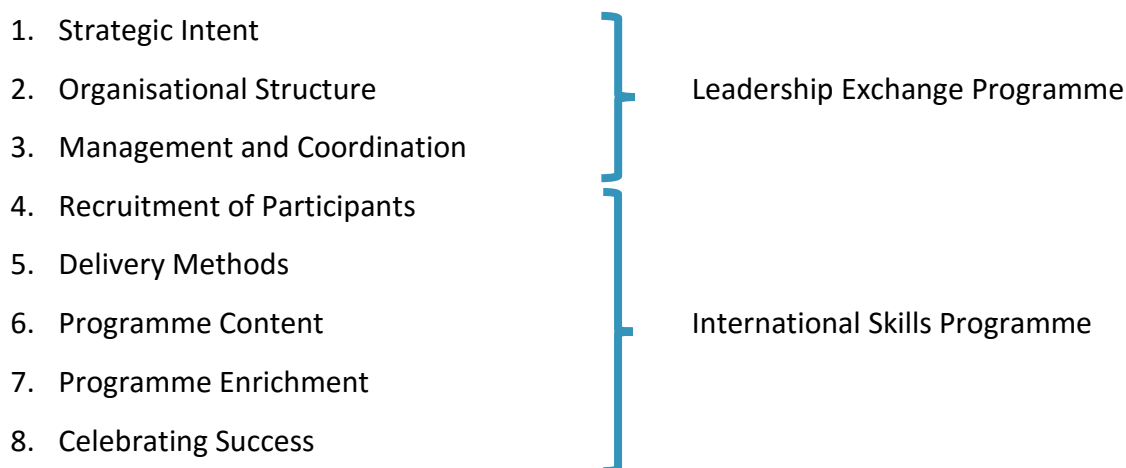
3.1.2.1 Possible actions and what we did

- NRC and VC to review the process of how their international strategy, structure, policies and action plans are developed and agreed by SLT
- Share findings with partners and wider stakeholders through dissemination reports

Following the ISP Foundation project NRC and VC submitted a full application proposal to the British Council for fund two projects under the Skills for Employability programme:

- Leadership Exchange Programme (LEP)
- International Skills Partnership (ISP) Advanced

The LEP project focused on developing the International Partnership Ecosystem elements 1-3 and the ISP Advanced elements 4-8.



Following on from the 2016 International Skills Partnership (ISP) Foundation project Irvine Abraham, College Internationalisation Manager, Northern Regional College (NRC) and Annamarie Pitts,

Programme Manager, Vuselela TVET College (VC) embarked on a Leadership Exchange Programme (LEP) with the aim at supporting an ISP Advanced project through the development of an international strategy, policies and procedures leading to increased international project activity at curriculum level in their respective colleges.

ISP foundation project identified three core functions that required further development

- **International Champion (IC)** – Main point of contact for international projects and link with senior leadership team
- **International Project Coordinators (IPC)** – Middle Managers that create space for international projects
- **International Project Leaders (IPL)** – Lecturers delivering the international project

3.1.2.2 LEP questions to be addressed:

1. Where do these roles fit in our respective colleges (organisational structures)
2. What tasks need to be assigned to each role (core competencies)
3. How can this be formalised/recognised (job roles/descriptions/CPD)
4. How can we widen the pool (recruitment and staff development)
5. What impact can we demonstrate (distance travelled)

In 4-11 June 2018 Irvine had the opportunity to join colleagues from six UK colleges on the reciprocal study visit and meet with South African counter-parts.

The introductory briefing session was held at the British Council office, Johannesburg. During this



session delegates gained an understanding of the role of the British Council in supporting skills and employability development through the TVET system in South Africa after which partners left to spend the remainder of the week with host college partners.

3.1.2.3 ISP Advanced project

The ISP Advanced proposal was approved and the one year project commenced April 2018 and the project aims to *‘Strengthen our international partnership enhancing the student experience by providing additional opportunities to enhance working practices in the Northern Ireland, UK and the North West Province of South Africa.’* The stated objectives are to:

- *Develop a shared approach to problem based learning*
- *Increase staff and student appreciation of the international context for the world of work*
- *Raise the level of student shared learning*
- *Enhance student employability skills*
- *Increase the personal and professional development of staff working in an international context*
- *Provide a means for sustaining the international partnership beyond the project lifecycle*

Outputs included new/improved work-based-assignments (two per college) designed to develop the skills required to meet the international needs of employers. The overall impact will be to move the curriculum in Tourism and Business from theoretical bias to skills development bias.

The LEP and ISP Advanced projects provide evidence of a shared vision in action and signalled our joint ambition to develop policies and plans that include at:

- Policy level - A clear strategy for integrating International Partnerships
- Operational level – Defined operational (short, medium and longer-term) plans with aims for International



Partnerships, put simply and at a high level. What will your college departments look like in two-three years' time if International partnership working is fully embedded?

3.1.3 Distance Travelled by Partner

| In our 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 | | TC | VC TC | NRC | NRC VC | |
| International Policies and Procedures | | TC | VC TC | NRC | NRC VC | |
| International Operational Plans | | TC | NRC VC TC | | NRC VC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 11/18 = 61 | 15/18 = 83 |
| VC | 09/18 = 50 | 15/18 = 83 |
| TC | 06/18 = 33 | 09/18 = 50 |

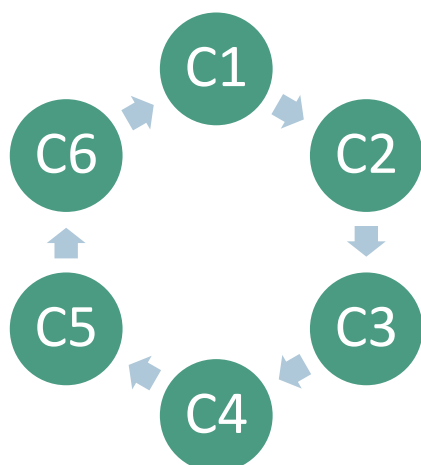
3.2 Organisational Structure

Following progressive Departmental merger policies the UK,NI and SA TVET system has transformed from a single town/campus facility to a multi campus model, however, there is a significant difference in approach to organisational structure and therefore how each is college is organised, led and managed.

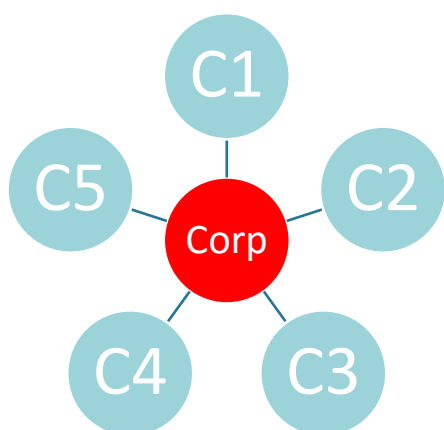


Vuselela TVET College follows the South Africa wide system whereby the Senior Management Team (SMT) is located at a Corporate Centre (stand-alone campus) and communicate with delivery campus via a campus manager in a hub and spoke arrangement. NRC has no such Corporate Centre and therefore the Senior Leadership Team (SLT) is dispersed across the six campus model. The outworking of these two campus models is a significantly different leadership strategy, responsibility and associated policies and procedures.

3.2.1 Campus Model



NRC: The SLT members are dispersed across all campuses and come together for a weekly SLT meeting. These SLT meetings may rotate across campuses providing an ongoing visible SLT presence. Between SLT meetings members are busy with their core function (Principal & CEO, Vice Principal Teaching & Learning, VP Transformation, VP Corporate, and VP CPD/HR) otherwise they are on hand to deal with any emergencies that might arise on campus. SLT decisions are implemented by respective VP's.



VC: The SMT members are located at a corporate centre and can readily meet and converse with each other without the need for technology. VC's SMT core functions are similar to NRC's, however, SMT members are less likely to know what is happening at campus level. SMT decisions are implemented by respective Deputy Principal's through departmental communication channels, in particular the Campus Manager (lead person on each campus).

There is merit in both Campus Models. The hub and spoke arrangement at VC enables the SMT to focus on the strategic direction of the college as well as providing targets for individual campuses to attain. The criticism from individual campuses and students is that SMT is some-what detached and no real understanding of day-to-day issues and challenges. The NRC model displays high levels visibility of the SLT. Targets set are curriculum based irrespective of the campus they are on. The main criticism is that HoDs may be less aware of issues in their curriculum area on campuses that they are not based. The LEP project did not take a view on which structure worked best but recognised that SLT/SMT location (dispersed or centralised) had an impact on information/data collection and on the decision making process.

3.3 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)

3.3.1 Baseline by Partner

| In our 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 TC | NRC | | | |
| International Co-ordinators - PT 1-4 hrs/wk | TC | | NRC VC | | | |
| International Project Leaders - PT hr/project | TC | | NRC VC | | | |

| College | Baseline Score |
|---------|----------------|
| NRC | 09/18 = 50 |
| VC | 08/18 = 44 |
| TC | 04/18 = 22 |

3.3.2 Initial Findings

There is increased development in both NRC and VC in the roles of International Champion, International Co-ordinators and International Project Leaders leading to an increased international capacity. The baseline findings indicate a limited start in limited areas with some room for improvement to achieve full embedded programmes in all areas. Limited resources (time and money) remain key inhibitors on progress.

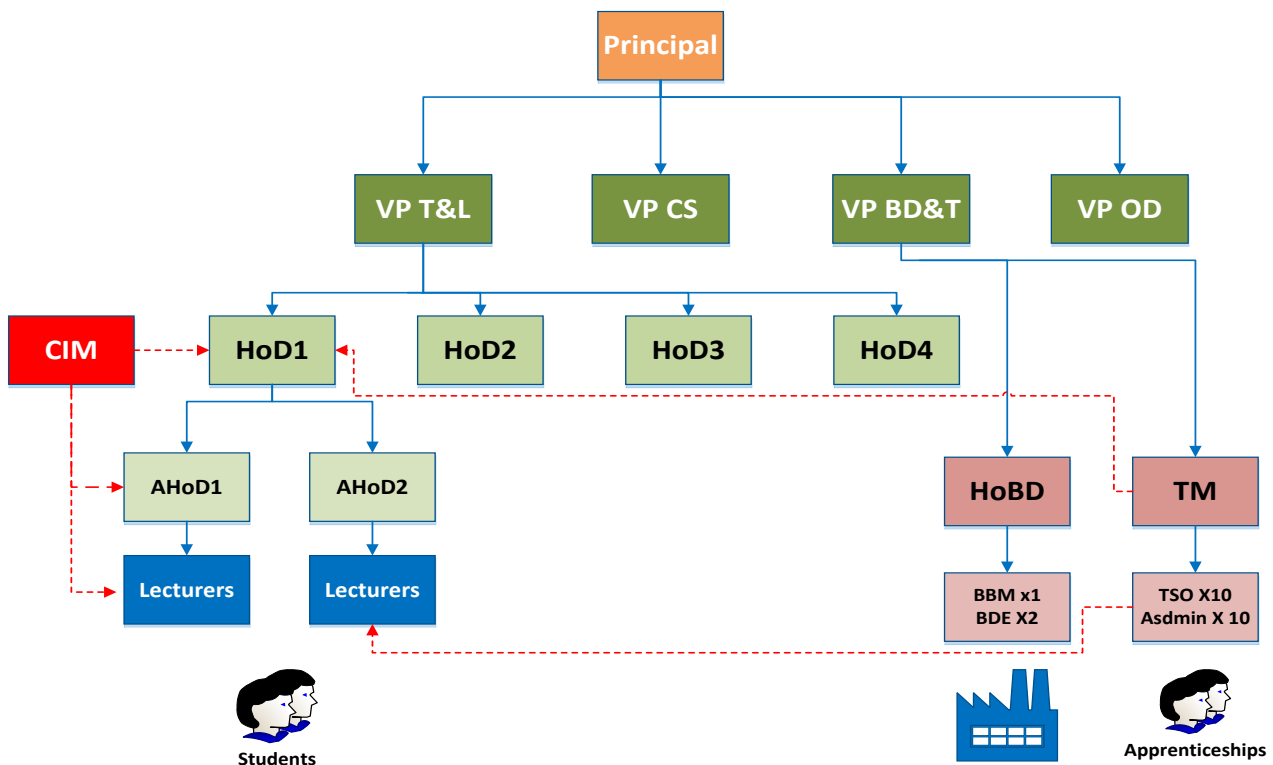
3.3.2.1 Possible actions and what we did

- 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

In the previous ISP Foundation both colleges were successful in embedding an international element into the core curriculum of Tourism and Business Studies; a feature that carried across into the following academic cycle thereby reinforcing the belief that ‘stand-alone’ projects, while useful at the time, are not sustainable in the long run. A key feature of the success of programme management and co-ordination was a deeper look at the organisational structure, beyond campus model level.

3.3.2.2 Organisational Structure

A key aspect of the learning through the LEP project and transferred to the ISP Advanced project is a better understanding of how the different Campus Models impact on organisational structure and how academic disciplines are led and managed. The following organisational structure diagrams are representative of NRC and VC.

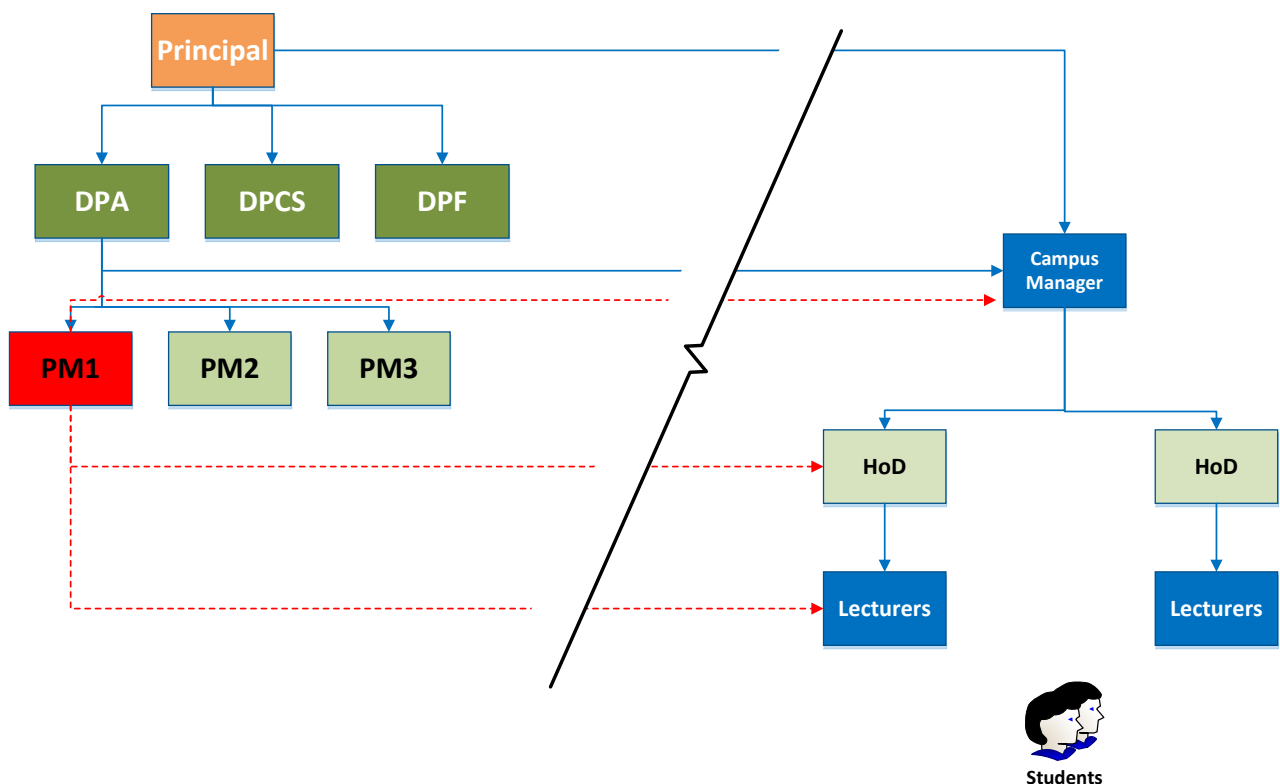


NRC Organisational Chart

At NRC Organisational Structure accountability is managed by academic discipline. The Vice Principal for Teaching and Learning (VP T&L) has overall responsibility for all curriculum delivery on all campuses. NRC has four Head of Departments (HoD), each having a responsibility for a significant curriculum area and supported by Assistant Heads of Departments (AHoD).



For example all Tourism courses are under the control of the HoD for Science and Service Industries and managed by the AHoD for Travel, Tourism and Hospitality no matter which campus the course is delivered on. In this model the SLT, HoDs and AHoDs are dispersed across all campuses and daily communication is managed through a desk-top video conferencing system (Skype for Business).



Vuselela TVET College Organogram

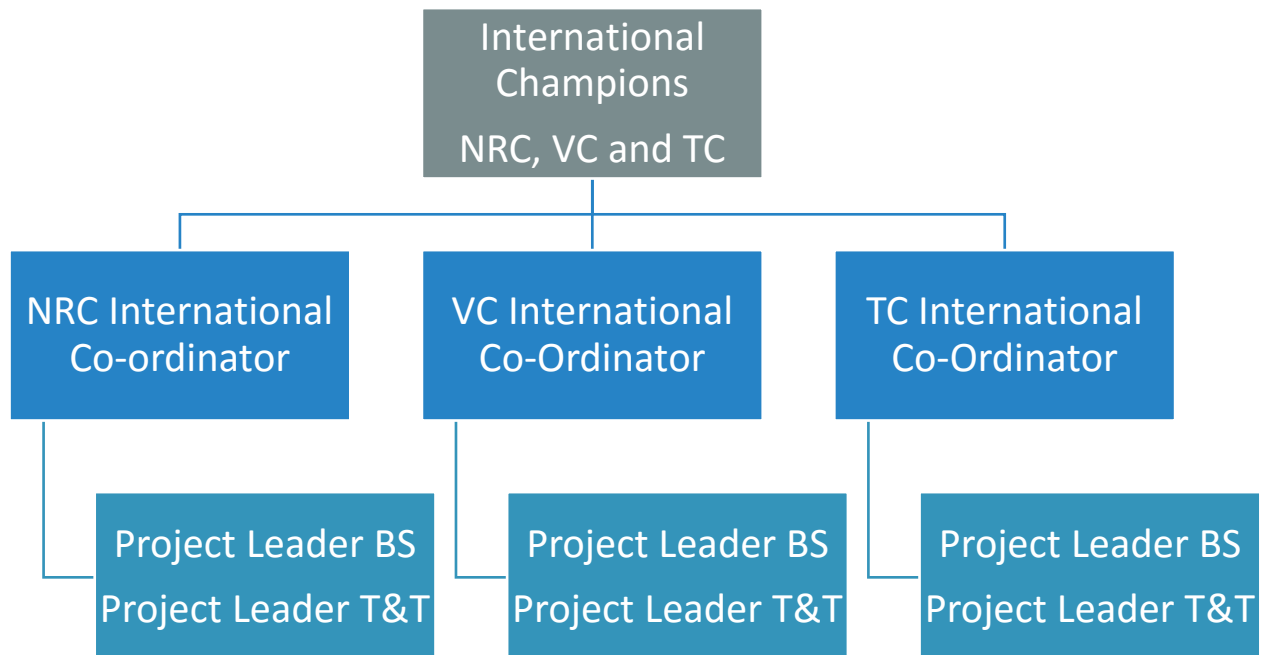
At VC Organisational Structure accountability is managed by location. In this model the Deputy Principal Academic (DPA) has the same role as the NRC VP T&L, however the DPA liaise with four Campus Managers who have the overall responsibility for curriculum delivery on their respective campuses. HoD's have a smaller span of control in the VC model and are more akin to the AHoD role at NRC. Taking the same example as above Tourism at VC is under the control of HoDs and Campus Managers on different locations.



A distinctive feature of the VC model is the role of Programme Manager (PM), located at the Corporate Centre. The function of each of the three PMs is to assist Campus Managers and HoDs in raising standards in a particular curriculum area. PMs also provide a critical standardisation function.

3.3.2.3 Staff Selection

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



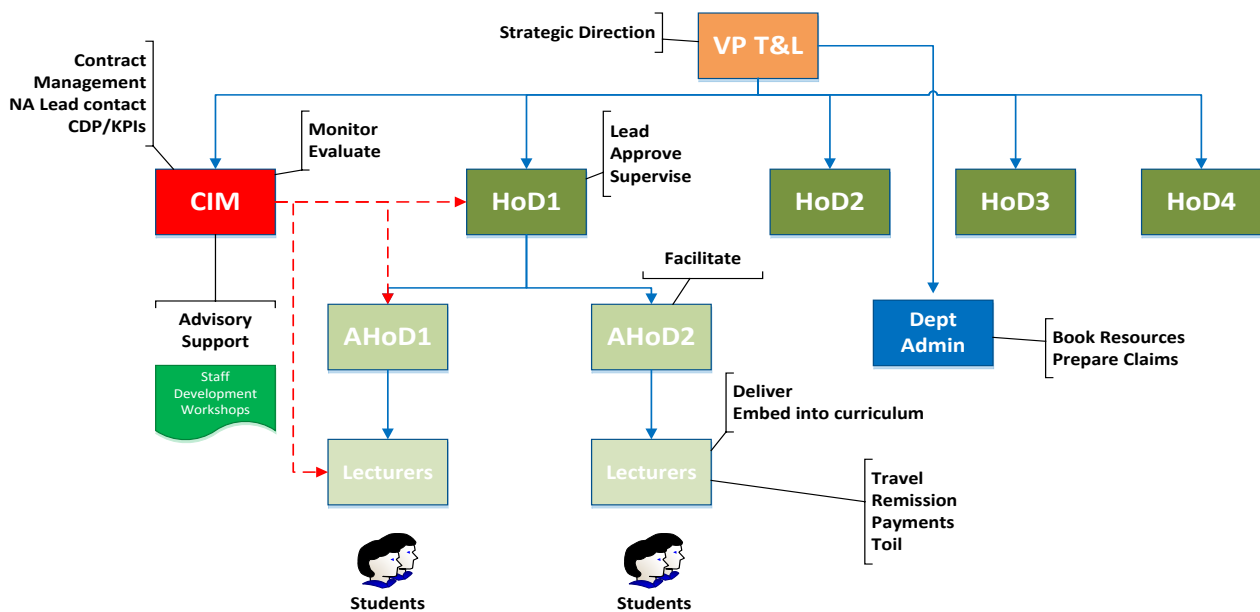
3.3.2.4 International Champions

The role of International Champion (IC) is defined as the main point of contact for international projects and link with senior leadership/executive management team. Their role not only advises SLT and SMT on how to plan and carry out a high quality international projects, they are also involved at operational level in planning, organising, supervising and evaluation of international projects.



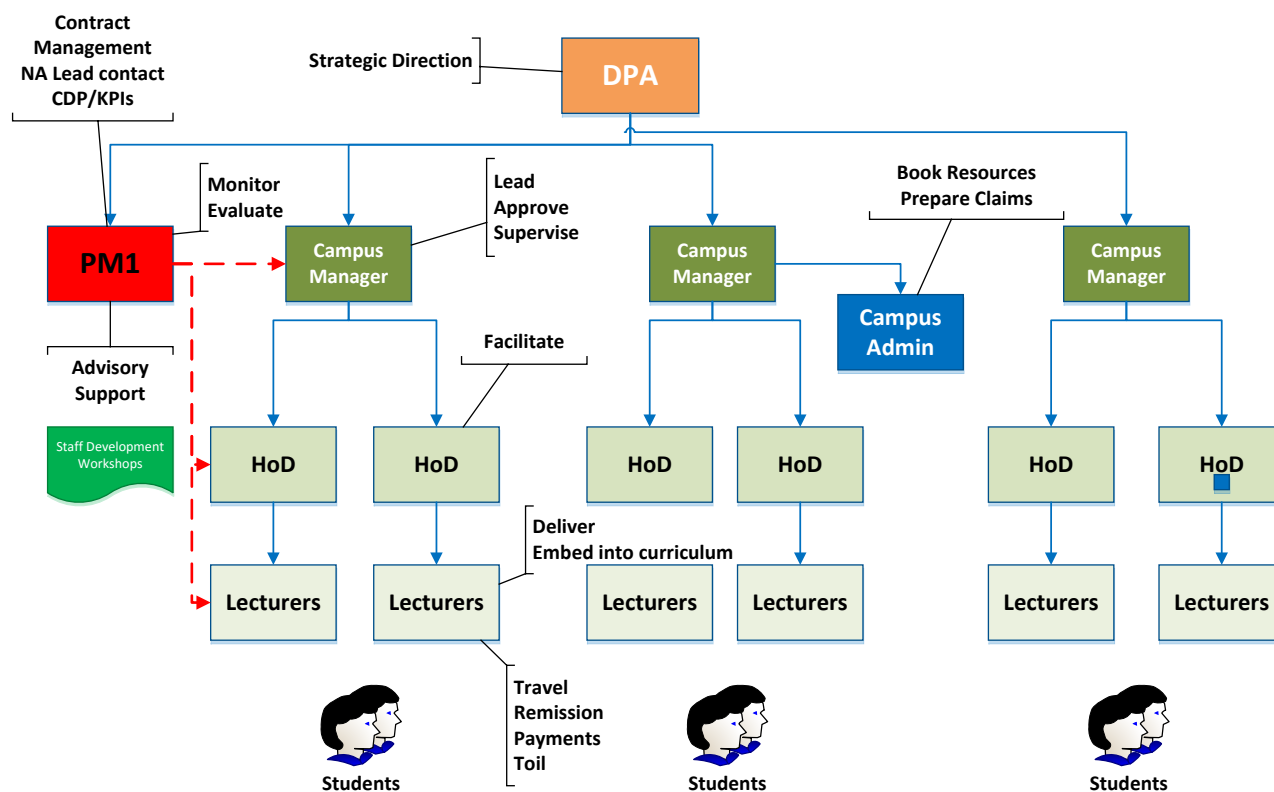
The IC mediates between external and internal stakeholders (funding sponsors, sending and hosting colleges), one the one hand ensuring compliance, while on the other offering support and guidance on project implementation to ensure international project aims, objectives, targets, outcomes and impacts are met on time and within budget. The IC is the first point of contact

for 3rd party funding organisations and is responsible for ensuring the TVET College and partners comply with monitoring, evaluation and financial audits. For NRC this is undertaken by the College Internationalisation Manager (CIM). This is a full time position and the CIM has a college wide remit across all disciplines and all levels. The CIM reports to the VP T&L assisting with the development of the strategic direction. The main functions of the role are highlighted in the following diagram.



NRC International Champion Role

For VC this is undertaken by a Programme Manager (PM1). The PM has a specific curriculum area remit across all campuses and all levels; international projects are a sub-set of this overall full time position. The PM reports to the DPA assisting with the development of the strategic direction. The main functions of the role are highlighted in the following diagram.



VC International Champion Role

ISP Advanced project International Champions

| Name | College International Champions |
|------------------------|---|
| Irvine Abraham | Northern Regional College, College Internationalisation Manager |
| Annamarie Pitts | Vuselela College, Programme Manager Business Studies |
| Sello Musi | Taletso College, Business Development and Innovation Manager |

Two of the three International Champions (VC and TC) currently work in a part-time capacity in this role. Following on from the ISP Foundation project NRC appointed a full-time International Champion. All are at middle management level within their respective colleges with a full-time or additional responsibility for international development. Each report to the Vice Principal Teaching and Learning/Deputy Principal Academic giving them direct access to SLT/SMT decision makers.

Specifically these are support roles to assist Heads of Department (UK,NI Campus Model) and Campus Managers (SA Campus Model) implement international strategy and support academic staff to integrate international partnerships in lesson plans and approaches.

| Core tasks of the role of IC | |
|------------------------------|--|
| Strategic | Lead in the development of the college international strategy |
| Operational | Research, develop, implement and coordinate international projects |
| Developmental | Provide internal learning & development support consultancy |

The role of International Champion is to project manage the deliverables with agreed milestones. Full budget responsibility remains with the UK, NI partner. Their role also includes keeping project on track and ensure that SLT/SMT and relevant stakeholders are aware of progress. Currently this is undertaken by attending meetings, and providing reports for



the SLT/SMT to discuss implementation and review international activity. Critically their role is to

get buy-in at SLT/SMT level (strategic intent) and execute the plan.

BRITISH COUNCIL **SKILLS FOR EMPLOYABILITY**

**International Skills Partnerships
Advanced Project Proposal**

In completing this form, please refer to the International Skills Partnerships Advanced Project Proposal Guidelines. These guidelines provide guidance on completing each section of this form.

Please note that you must adhere to the maximum word limits in this form. Any text exceeding the word length will be deleted prior to submission to the assessment panel. You should not feel that you need to write the maximum number of words in each section; a shorter good answer is preferable to a longer weak one. Please feel free to use bullet points wherever appropriate.

1. Organisation details

Formal partners

UK partner

| | |
|------------------------------|--------------------------------------|
| Name of partner organisation | Northern Regional College |
| Address | 400 Shore Road, Newtownabbey |
| Name of main contact | Ivone Abraham |
| Position | College Internationalisation Manager |
| Direct telephone | +44 (0)28 90 85919 |
| email | ivone.abraham@nrc.ac.uk |

Was this organisation part of a consortium delivering a Foundation Partnership Project that this Advanced Partnership Project proposal directly builds upon?
 YES NO

Overseas partner

| | |
|------------------------------|---|
| Name of partner organisation | Vuselela TVET College |
| Address | 8 Bram Fischer Street, Klarkodorp, North West, SA |
| Name of main contact | Adamania Pitts |
| Position | Programme Manager (Project Lead) |
| Direct telephone | +27 (0) 83 300 4565 |
| email | apitts@vuselelacollege.co.za |

Conclusions:

While the IC role and function at NRC and VC is similar in its implementation of an international project (strategic, contract management, monitoring, advising and supporting) the operational band width of each role is significantly different.

For NRC the role is full-time international supporting all curriculum areas, at all levels and in all campuses. For VC the role is full-time support for a narrower curriculum area e.g. Tourism and Business and this support may also include international projects.



The outworking of these two approaches impacts on capacity building of a college wide *'International Partnership Ecosystem'* capable of contributing to the college mission and values and delivering the desired targets and outcomes. For example:

1. NRC's CIM supports HoDs, AHoDs and lecturers across the college in developing international projects. Therefore, if some HoDs, AHoDs and lecturers have no desire or international target then the CIM can simply be gainfully employed by providing support to the others that do.
2. VC's PM must in the first instance decide that an international project can play a part in improving the T&L for the curriculum area(s) they are responsible for. Should a PM have no desire to deploy an international project then it will not happen on the campus.

The outcome from both organisational models is an uneven approach with curriculum *'hot spots'* that seem to get all the international project work and opposing *'chill factors'* where curriculum staff and students wonder why they are never considered or included in this type of special treatment.

Action:

- To develop strategies to enable both models to provide a broad and uniform level of international support.
- To develop an international guide and share learning with HoDs (NRC) and Campus Managers (CM) and PMs (VC).

3.3.2.5 International Co-ordinators

Historically IPC's have made adjustments to the curriculum timetable to allow additional partnership working to take place, arranged cover for staff on mobility visits, purchased additional resources, liaised with other academic and support departments when necessary and generally ensure the project inputs, targets and outcomes are capable of being delivered in a timely manner.

Their role also includes 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 may be used for staff development.

NRC International Project Coordinators

This role is performed by the HoD and supported by AHoDs. In the first instance the HoD must be aware off and approve the implementation of an international project along with its parameters and expected impact on the delivery of a particular curriculum area(s), campus, staff member(s) and student cohort. Implementation of the clearing actions noted above lie with the AHoD.

VC International Project Coordinators

This role is performed by the CM and supported by HoDs. In the first instance the CM must be aware off and approve the implementation of an international project along with its parameters and expected impact on the delivery of a particular curriculum area(s), staff member(s) and student cohort on their respective campus. Implementation of the clearing actions noted above lie with the HoD.

| Core tasks of the role of IPC | |
|--------------------------------------|---|
| Strategic | Support the development of the college international strategy |
| Operational | Implement and coordinate international projects |
| Developmental | Facilitate staff development in international projects |

Conclusions

A key outcome from the LEP is to develop strategies for growth and longer-term stability for international partnerships. The over-reliance of the IC to lead international projects is a 'bottle-neck' process, limiting growth and sustainability. The role of the IPC is to **lead** the project and not just release resources to make the project happen. In this context the current project leadership provided by IC's must be transferred to respective IPCs.

Action:

- IC to develop an IPC Handbook and share learning with HoDs, AHoDs (NRC) and CMs, HoDs (VC).

ISP Advanced International Project Coordinators (IPCs)

| Name | Title |
|---------------------|---|
| 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 |
| Bafedile Teffo | TC Head of Division Business Studies |
| Mona Mathibe | TC Head of Division Tourism Studies |

International co-ordinators were nominated by NRC, VC and TC at a parallel level within the respective colleges at Assistant Head of Department (NRC) and Head of Division (VC) (see org structure). Their role in the ISP Advanced 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.

3.3.2.6 International Project Leaders

IPLs role is to deliver the project on the ground, invariably this included making adjustments to course content and identified assignments 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.

Similar to IPCs, their role also includes 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 may be used for staff development.

NRC, VC and TC International Project Leaders

This is exclusively a lecturer role for both colleges. IPLs must take ownership of the deliverables of the international project and make adjustments to their course-work as required. As a minimum they must be fully aware of the aims, objectives, targets, outputs and outcomes of the international project. In addition IPLs must have a working understanding of the project promotor/funder eligibility and funding criteria.

| Core tasks of the role of IPC | |
|--------------------------------------|---|
| Strategic | Understanding of the college international strategy |
| Operational | Deliver international projects |
| Developmental | Participate in staff development for international projects |

Action:

- IC to develop an IPL Handbook and share learning with Lecturers NRC, VC and TC.

ISP Advanced International Project Leaders

| Name | Title |
|------------------------|---------------------------------|
| Anne McCallum | NRC Lecturer Business Studies |
| Karen McLeod | NRC Lecturer Travel and Tourism |
| Adri Opperman | VC Lecturer Business Studies |
| Ruth Mokaleng | VC Lecturer Tourism Studies |
| Mooketsi Dinake | TC Lecturer Business Studies |
| Joseph Nkoane | TC Lecturer Tourism Studies |

Six International Project Leaders were identified and appointed (2 per college). Their role in the ISP Advanced 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.



3.3.3 Distance Travelled by Partner

| In our 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 TC | NRC VC | | NRC | |
| International Co-ordinators - PT 1-4 hrs/wk | | TC | NRC VC | | NRC VC | |
| International Project Leaders - PT hr/project | | TC | NRC VC | | NRC VC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 09/18 = 50 | 15/18 = 83 |
| VC | 08/18 = 44 | 13/18 = 72 |
| TC | 04/18 = 22 | 06/18 = 33 |

This ISP Advanced project was an opportunity to monitor and measure the amount of input hours required for each of the respective roles. As previously noted NRC appointed a full-time international champion reporting directly to the Vice Principal Teaching and Learning. For VC and TC this remains a part-time position.



The international coordinator role (VC and TC) is confirmed as 1-2 hrs per week during the live project. International project leaders (IPLs) reported significant input hours to redefine assignment, collaborate with partners and motivate students into taking part. During the active elements of the project (preparation for mobility visits) this intensified to additional 15-20 volunteer hours per week. Much of these additional hours was undertaken on an 'in-kind' basis.

3.4 Recruitment and Selection of Student Groups

International projects may be designed for wider student groups i.e. enterprise programme or for specific student groups. In the former broad marketing approached as listed below may be deployed to raise awareness and are designed to stimulate interest amongst student groups in engaging with and participating in an international programme attract applicants. This ISP Advanced project was targeted at Level 3 Tourism and Business Studies in NRC and Level 3 Business Studies and N4 Tourism Studies in VC. TC staff work shadowed NRC and VC's staff during the delivery of this ISP Advanced project.



3.4.1 Baseline by Partner

| In our college we promote international opportunities through... | 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 | VC | | NRC | | | |
| Presentations to classes by International Champions/Co-coordinators (internal) | | | NRC VC | | | |
| 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 | 27/48 = 56 |
| VC | 20/48 = 41 |

3.4.2 Initial findings

Overall the promotion of international opportunities at both colleges for staff and students is average or patchy. There is some evidence of good practice, but nothing that would suggest ‘*best practice*’ on a college wide basis. The follow-up implementation of this ISP Advanced has raised the level of awareness of the opportunities open to staff and students to work with international partners.

3.4.2.1 Possible actions and what we did

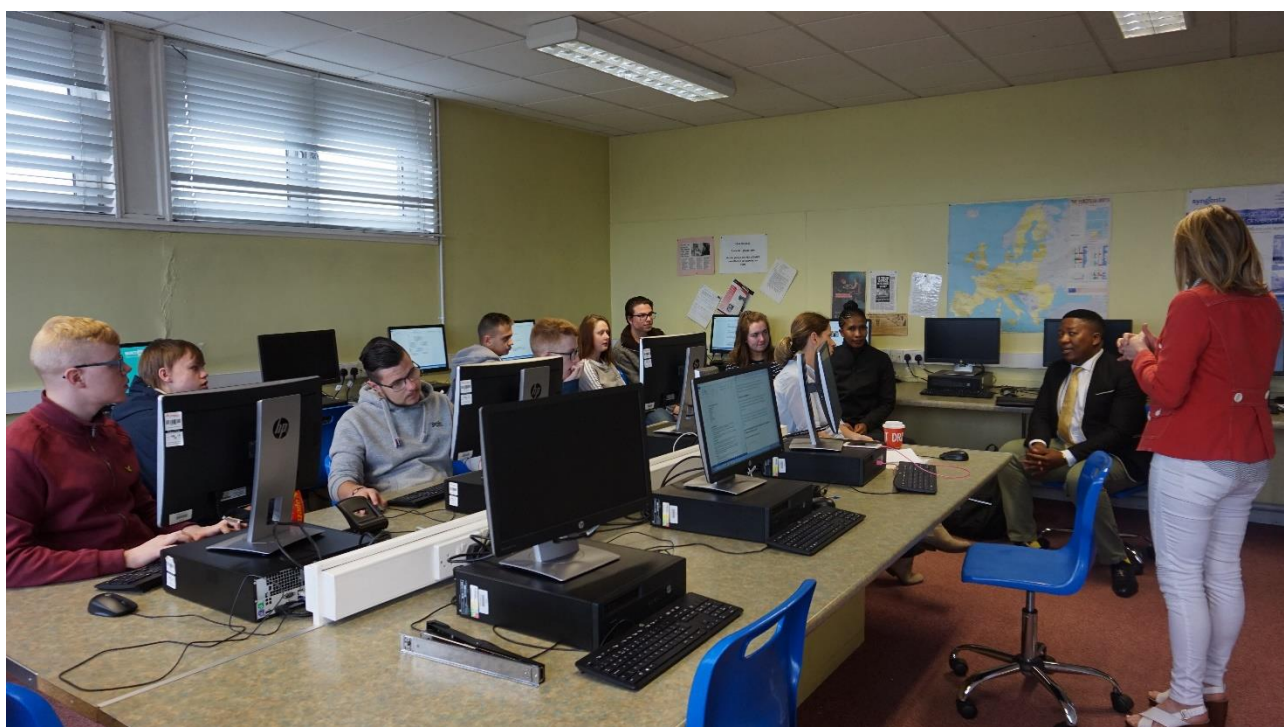
- NRC and VC to raise the visibility level of international activity

3.4.2.2 Selection of Student Groups

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 Advanced 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 Advanced project. All students willingly gave their consent to participate.



3.4.3 Distance Travelled by Partner

| In our college we promote international opportunities through... | 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 | | NRC VC | NRC VC | | | |
| Dedicated International Awareness programme | VC | VC | NRC | | NRC | |
| Presentations to classes by International Champions/Co-coordinators (internal) | | | NRC VC VC | | NRC | |
| Presentations to classes by International (Guest speakers/external) | VC | VC | NRC | | NRC | |
| Celebration events – Awards to students | | | | VC | NRC | NRC VC |
| Induction/Fresher’s week – Start of college promotion to students | | | | VC | NRC | NRC VC |
| School/College website page(s) dedicated to international programme during school year | | | NRC VC | | NRC VC | |
| Promote external international networking events | | VC | NRC VC | | NRC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 27/48 = 56 | 40/48 = 83 |
| VC | 20/48 = 41 | 30/48 = 62 |

The methods used to recruit and select staff and students proved critical in the overall success of the ISP Advanced. 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.

3.5 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.



3.5.1 Baseline by Partner

| | | | | | | |
|---|-----------------|----------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| In our 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 Experience | | | VC | | NRC | |

| | |
|------------|-----------------|
| | Baseline |
| NRC | 15/18 = 83 |
| VC | 07/18 = 38 |

3.5.2 Initial Findings

The approach undertaken by some lecturers to projects is to simply include them as Option 3 ‘additional experience’ in other words outside the scope of the main teaching and learning and provides 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 Advanced project has the potential to develop an international partnership in a curriculum area currently with no/low exposure to international activity.

3.5.2.1 Possible actions and what we did

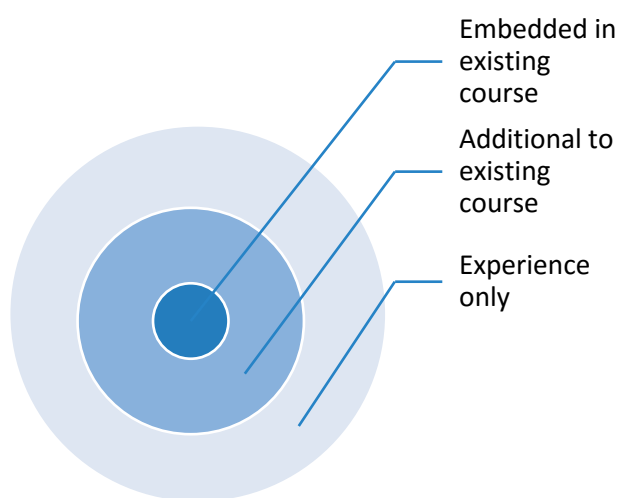
- NRC and VC to select different modules from the ISP Foundation project
- Select Option 1 as a model for delivery

3.5.2.2 Embedded international Project into the curriculum

Option 1 - International Partnership Embedded in an Existing Course

In the ISP Foundation project both NRC and VC set out to embed the international project within the core learning of respective Level 3 and N4 Tourism and Business modules. Lecturers 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 discover that some of their curriculum activities are already 'international' and that a few tweaks are all that is needed.



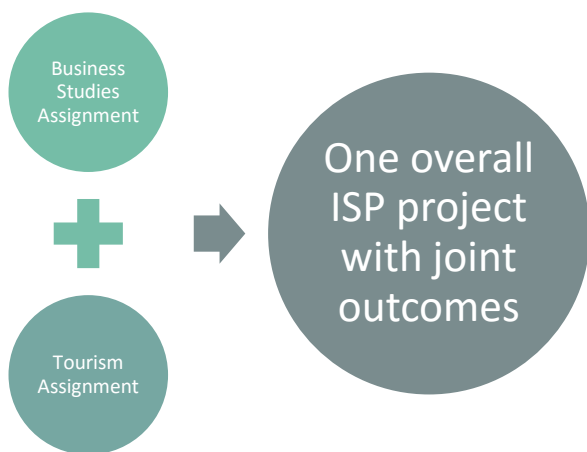
- Strategically SLT/SMT has agreed that an international dimension is integral to all VET/Higher VET learning pathways as it adds value to the existing curriculum as well as enriching the lives of participants



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.'

To deliver a focused ISP Advanced project not all Business Studies and Travel & Tourism students could be involved 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 3 National Certificate Vocational (NCV) and N4 National Certificate (R191). It was agreed that one Level 3 / N4 class from Business Studies and Travel & Tourism at each college be identified and participate in the ISP Advanced Project. The International Champion supported by the International project leaders presented the ISP Advanced project to prospective student groups. The following class groups were nominated to participate (Pay only what you can afford)



The ISP Advanced project was discussed at length and it was agreed to follow the format adopted by NRC during the ISP Foundation project, namely to combine the business and Tourism assignments with one overall joint project. The following staff members, campus locations and student cohorts and specific assignments were discussed and NRC/VC agreed to include the following in the ISP Advanced project.

| Role | Class | College and Campus |
|--|------------------------------------|--------------------|
| Anne Morrison (AHoD) IPC Anne McCallum (BS) IPL | L3 ND Business Studies | NRC Coleraine |
| Anne Birt-Macartney (AHoD) IPC Karen McLeod (T&T) IPL | L3 ND Travel & Tourism | NRC Ballymena |
| Christinah Sebolai (HoD) IPC Adri Opperman (BS) IPL | L3 NCV Business Studies | VC Klerksdorp |
| KB Letshabo (HoD) IPC Ruth Mokaleng (T&T) IPL | National Certificate N4 Tourism | VC Potchefstroom |

| IPL Lecturer | Module / Unit / Assignment |
|---------------------------------------|---|
| Anne McCallum Coleraine Campus | Unit 36: Starting a Small Business Ass1 - Produce an outline business start-up proposal |
| Karen McLeod Ballymena Campus | Unit 6 – Preparing for employment in T&T Ass1 - Gearing up for Golf Tourism |
| Adri Opperman Klerksdorp Campus | Practical – New Venture Creation Topic 4 – Design an Action Plan for a new venture |
| Ruth Mokaleng Potchefstroom Campus | Practical 3 – Customer Service and Entrepreneurial skills Ass SO1 – Establish a Tourism Business |
| Joseph Nkoane Mafikeng Campus | NCV Level 3 – Business Studies Ass - New Venture Creation in Tourism |
| Mooketsi Dinake Lehurutshe Campus | NCV Level 3 – Business Studies Ass - New Venture Creation in Tourism |

During this project staff at TC designed an assignment brief combining tourism and business. Other student groups were made aware of the ISP project by participating in enrichment activities, for example staff undertook campus tours and discussed the project with other vocational students (enrol others to join your journey).



3.5.3 Distance Travelled by Partner

| | | | | | | |
|---|-----------------|----------------------|-------------------------------|---------------------------|--------------------------|----------------------|
| In our 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 | VC | | NRC NRC | |
| International Partnership as Additionally to an Existing Course | | VC | VC | | NRC NRC | |
| International Partnership as Additional Experience | | | VC | | NRC NRC VC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 15/18 = 83 | 15/18 = 83 |
| VC | 07/18 = 39 | 11/18 = 61 |



3.6 Programme Content

The programme content will vary greatly depending on the specific vocational area(s) and type of delivery method chosen (see section 2.5 embedded, additionally or experience). Some projects by their design will have limited international content while others will seek to maximise international opportunities, therefore, the level of international integration required by a project is critical in determining the degree to which international partnership working is required.

The European Union Commission has encouraged TVET/Higher TVET cross-border international partnership projects and for many years through structural funds such as Leonardo and Erasmus+. Through its work the EU Commission recognises eight 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 all eight transversal competencies should be regarded as equally important, since their application 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. International projects should be aware of these eight transversal competencies and where possible include opportunities to develop on an ongoing basis.

3.6.1 Baseline by Partner

| In our college we develop transversal skills 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 | | | | | | NRC VC |
| Digital competence | | | | | VC | NRC |
| Learning to learn | | | | | VC | NRC |
| Social and civic competence | | | | VC | NRC | |
| Sense of initiative and entrepreneurship | | | | | NRC VC | |
| Cultural awareness and expression. | | | | | NRC VC | |

| College | Baseline Score |
|---------|----------------|
| NRC | 41/48 = 85 |
| VC | 39/48 = 81 |

3.6.2 Initial Findings

International projects by design are usually active and time-bound, in that they involve doing something within a project timeframe. The dominant delivery method is the use of ‘*project-based-learning*’ (PBL) coupled with the principles of the transversal competency of ‘Learn-to-Learn’ to develop innovative and creative solutions to problems and using digital technology, setting goals, milestones and monitoring own performance. This ISP Advanced project also sought to develop social and civic responsibility, cultural awareness as well as improved entrepreneurship skills. 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.

3.6.2.1 Possible actions and what we did

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

3.6.2.2 ISP Advanced Project

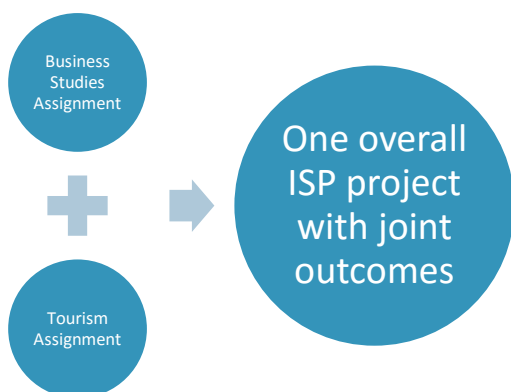
Building on the learning outcomes from the ISP Foundation project the International Project Leaders considered the project deliverables and reviewed delivery methods identified in section 2.5. As a result the IPLs collectively opted for delivery method 1 and sought to write curriculum assignments enabling the ISP Advanced project to be undertaken and evidence gathered as part of their overall course-work and grade respectively.



The outcome from this approach to the development of programme content that includes a meaningful international context in the chosen professional, technical or vocational area as a means of developing internationally recognised transversal competencies within a vocation context.

The ISP Advanced project was discussed at length during the LEP and it was agreed to follow the format adopted by NRC during the ISP Foundation project, namely to combine the Business and Tourism assignments with one overall joint project per college. The following staff members, campus locations and student cohorts and specific assignments were discussed and NRC/VC agreed to include the following in the ISP Advanced project.

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.

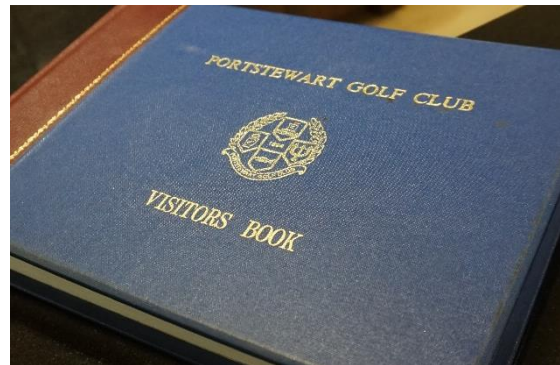


Modules were discussed with the respective International Champions and International Coordinators. Assignment briefs were modified to include an international dimension and ensure sufficient overlap between assignments to meet the requirements of the ISP Advanced project.

3.6.2.3 Northern Regional College programme content

Similar to the ISP Foundation project the method adopted by NRC was to bring the Business Studies and Travel & Tourism students from two different departments (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 an 'Enterprise start-up Support Agency' advising Travel and Tourism Students as they sought to exploit a business opportunity created by the hosting of the Open Golf Championship at Royal Portrush Golf Club in 2019, set to attract in excess of 160,000+ international visitors to region.

Travel and Tourism students sought to develop a company focusing on golf tourism and offering international visitors a 3 Day Golf Experience including, meet and greet at the airport, hotel accommodation and access to three golf courses during their stay. Using golf language golfing packages could be:



- Par for the course – Aimed at the novice or beginner
- Birdie – Aimed at club members who play of a mid-high handicap
- Eagle – Aimed at scratch players who play of a no-low handicap



In preparation Travel and Tourism Students visited hotels and golf clubs to assess the potential. Business Studies students attended ideas generation and business planning workshops as well as visiting local Enterprise Agencies before discussing ideas with Travel and Tourism Students. Student groups worked individually on some elements of the programme and came together to confirm understanding of the enterprise brief and present ideas. Overall the Business Studies students supported the Travel and Tourism students in developing Business Plans. Media students were invited to video record some joint project working activities.

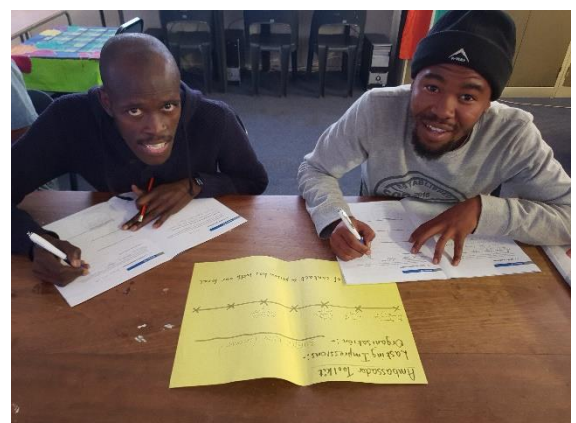
See Appendix 6.2 for NRC Tourism and Business Studies Case Study

3.6.2.4 Vuselela TVET College programme content

VC also adopted the method of NRC to bring the Business Studies and Travel & Tourism students together from two different departments (silo busting). A group (12 students) of the Business Studies students were identified to develop the following Business Plan for the Tourism students:

- 1.1 Executive summary - Tour Operating Business (Golden Tours) that offers tours to locals and foreigners in the Potchefstroom area.
- 1.2 Description of Business – Entertaining and educating people who visit South Africa, and the North West specifically. Taking customers on special trips to important sites and interesting places in and around Potchefstroom.
- 1.3 Marketing Plan - The four P's of marketing (Product, place, prices, and promotion).
- 1.4 Management Plan - The business will be a venture of Vuselela TVET College and will trade as Vuselela TVET College t/a Golden Tours.
- 1.5 Financial Plan – Income and Expenditure document will be drawn up to calculate profit.
- 1.6 Conclusion - Proper market research was done by the students to determine the need for this kind of business.

The Business Studies students visited the Tourism students to present their Business Plan. Ideas were shared and after the visit the Tourism students were ready to implement the Business Plan.



The Tourism students organized a tour “*The Golden Tour*” based on the Business Plan developed by the Business Studies students. They took the visitors from NRC to the following places:

- Potchefstroom Campus – tour around the campus
- Old Prison / Youth Centre – learnt about the old prison and how the prison was converted into a Youth Centre
- Tlokwe Brewery – tasting of African beer
- Old Cemetery
- Aganang FM the local radio station
- Tlokwe Memorial Park – learnt about the history of Ikageng Location
- Devil’s Corner
- TMT Local Tavern / Restaurant – African cuisine served for tasting
- Mohadin Indian Community and Promosa – learnt about the history of the communities
- North West University tour



See Appendix 6.6 for VC Tourism and Business Studies Case Study

3.6.3 Distance Travelled by Partner

| In our college we develop transversal skills 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 | | | | | | NRC NRC VC VC |
| Digital competence | | | | | VC VC | NRC NRC |
| Learning to learn | | | | | VC | NRC NRC VC |
| Social and civic competence | | | | VC | NRC NRC VC | |
| Sense of initiative and entrepreneurship | | | | | NRC NRC VC VC | |
| Cultural awareness and expression. | | | | | NRC NRC VC VC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 41/48 = 85 | 41/48 = 85 |
| VC | 39/48 = 81 | 41/48 = 85 |

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.

3.7 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. 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
- Guest Speakers are passionate about their subject and transfer this passion to staff and students
- Stakeholders present international opportunities to students



3.7.1 Baseline per Partner

| In our college we facilitate 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 | 29/36 = 80 |
| VC | 14/36 = 38 |

3.7.2 Initial findings

Both colleges facilitate the use of additional activities and value participation from the business community to enrich project content. However, due to the constraints of course timetables these enrichment activities are restricted and rely heavily on individual lecturers developing their own business network and exploiting favours from the business community.

3.7.2.1 Possible actions and what we did

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

3.7.2.2 Study Visits

Partner college staff engaged in a number of study visits all of which followed an agreed itinerary programme including meeting, events, showcase demonstrations, employer visits, student presentations designed to share experiences and develop best practice in participating in an international partnership. The majority of study visits were undertaken by staff members from NRC,

VC and TC. This ISP Advanced project two tourism students (one each from NRC and VC) were selected to participate in a study visit.

Leadership Exchange Programme Study Visits

- 19-26 February 2018 SA to UK - VC International Champion to visit British Council and NRC
- 04-11 June 2018 UK to SA (NRC and VC International Champion to visit British Council)

ISP Advanced Project Study Visits

- 21-25 May 2018 VC Study Visit No 1 to NRC – Two staff from VC and TC to visit campuses, meet staff and students, visit companies and agree format of project assignments
- 13-17 August 2018 NRC Study Visit No 2 to VC - Two staff and one tourism student to visit campuses, meet staff and students, visit companies, finalise assignments and agree format for case-studies. In addition the Tourism lecturer delivered a World Host Ambassador programme for 15 Tourism students at the Potchefstroom campus.
- 03-07 December 2018 VC Study Visit No 3 to NRC – Two staff and one tourism student to visit campuses, meet staff and students and participate in live case-study (3 Day Golf Academy)
- 28-30 January 2018 NRC Study Visit No 4 to VC – Complete the Final Report and participate in a joint dissemination event
- 05-08 February 2018 NRC Study Visit No 5 to SA - Attended the Bringing the Learning Home (BTLH) conference in Cape Town.

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. Student groups showcased their project work to date enabling visiting staff and students to gain an overall impression of the international dimension to the curriculum. Visiting staff and students were treated to presentations by, and visits to, local businesses thereby increasing their understanding of international work practices, start-up opportunities in tourism and the business planning process in action.



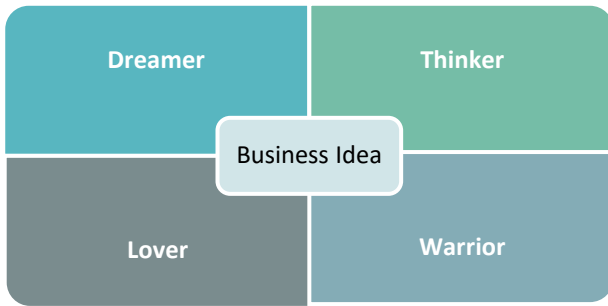
See Appendix 6.3, 6.4 and 6.5 for ISP Advances Study Visit Reports

3.7.2.3 Problem-Based-Learning workshops

Additional PBL orientated workshops were organised and delivered to enhance student understanding of entrepreneurship and employability skills. Workshops included:

A new approach to business planning

This workshop was delivered by Irvine Abraham (CIM) to NRC Business Studies students prior to commencing the business planning support element of the project. During this ISP Advanced NRC delivered a new business planning model using language relevant to TVET students. The approach focuses on five VITAL entrepreneurial characteristics: **Vision, Innovation, Teamwork, Achievement and Leadership.**



The model is an adaptation from the international bestselling book *Winning from Within* by EA Fox (2013), which highlights four intrinsic characteristics needed to be understood and developed for success each of which link with the standard template business plan.

- **Dreamer:** vision, innovation, creativity, star-gazing, future thinking, idea generation
- **Thinker:** research, data – facts, risk analysis (acceptable loss-thinking), market research
- **Warrior:** performance, tasks, to-do lists, deadlines, goals, milestones, plans
- **Lover:** people, relationships, networks, communication, contacts, customers

By focusing on these emotionally descriptive words, TVET students are better able to understand the critical skills required for embarking on a new venture. The term ‘Lover’ evokes a positive response, suggesting the importance of developing a long-lasting mutual relationship. The term ‘Thinker’ underlines the importance of making time for data gathering and analysis within busy schedules. ‘Warrior’ is a call to action. ‘Dreamer’ invites innovative solutions to problems.

World Host Ambassador Course

Workshop delivered by Karen McLeod (IPL) as an accredited *WorldHost* trainer to VC Tourism Students during Study Visit No 2 to 15 Tourism students at the Potchefstroom Campus. The *WorldHost One Day ‘Ambassador Workshop’* gives staff and volunteers the skills to deliver a warm and friendly welcome and is particularly focused on their role as an ambassador for their local area.

World Host Service across Cultures: Workshop

Workshop delivered by Karen McLeod (IPL) as an accredited *WorldHost* trainer to NRC Tourism students and visiting staff and student during Study Visit No 3. The *WorldHost ‘Service Across Cultures’* programme will increase your staff’s awareness of other cultures and give them practical skills to communicate effectively with visitors from overseas. *WorldHost* programmes are modern, interactive and energetic and will help students to learn and remember the basic principles of great customer service. Using a mixture of activities, DVD and CD scenarios and discussions, the training will give the students all the skills they need to make their business stand out. During August 2018

Ms Karen McLeod delivered a 3 hour WorldHost Customer Services training to 15 students of Vuselela TVET College. These students were the first students in SA to receive this training.



This programme boost the student's local knowledge and deliver an all-round service for customers and visitors (also ideal for volunteers at major events).



Course content includes:

- Why your role as an ambassador is so important
- Demonstrating a warm welcome
- The importance of maintaining a positive attitude
- Becoming familiar with the community you represent

Qualification:

This programme is linked to a Level 2 Award in Welcoming Tourists and Visitors to their Destination in Hospitality, Leisure, Travel and Tourism.



Presentations by local employers

During study visits staff and students were treated to masterclasses from tourism stakeholder partners including Belfast International Airport, Galgorm Hotel Resort and Spa, Portstewart Golf Club and Royal Portrush Golf Club.

Media students accompanied the tour recording the event and producing a short promotional video.

3.7.3 Distance Travelled by Partner

| In our college we facilitate 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 NRC VC | |
| Owner/managers of local businesses | | | VC | | NRC VC | NRC |
| International entrepreneurs (Role Models) | | VC | VC | NRC NRC | | |
| Guest Speakers (interpersonal skills) | | | VC VC | | NRC | NRC |
| Guest Speakers (international business skills) | | VC | VC | | NRC NRC | |
| Stakeholder organisations | VC | VC | | | NRC NRC | |

| | Baseline | Distance Travelled |
|------------|------------|--------------------|
| NRC | 29/36 = 80 | 31/36 = 86 |
| VC | 14/36 = 38 | 21/36 = 58 |

3.8 Celebrating Success

For most externally funded projects providing an end of programme event is a contractual requirement and is usually undertaken to disseminate the project outcomes, recognise stakeholder contribution and celebrate the success of participants. However there are significantly more benefits that derive from celebrating success. These include:

- 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



3.8.1 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 | | | | VC | NRC | |
| Host an overall Award Ceremony | | | | | | NRC VC |
| 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 | 39/48 = 81 |
| VC | 25/48 = 52 |

3.8.2 Initial Findings

The primary driver for celebrating success is to comply with a programme criteria and generate a marketing opportunity to attract new students. In a wider context celebration events include newsheets, case studies on websites, social media postings (twitter/facebook/linkedin/instagram) and as such provide evidence for college inspectors and may increase the inspection grade of a particular curriculum area.

3.8.2.1 Possible actions and what we did

- NRC and VC to work with respective SLT/SMT to develop a strategy in 'celebrating' international success

3.8.2.2 A Student Perspective

The participation of Tourism and Business Studies students was at the heart of this ISP Advanced project. Students were engaged in masterclasses and local study visits designed to enhance their knowledge of market opportunities and develop business plans for internationally focused tourism enterprises. In all cases student activity was mapped to curriculum assignments and student work assessed accordingly and grades issued.



For two students (one each from NRC and VC) the opportunity to travel to South Africa and Northern Ireland respectively was truly a life changing experience. An impact that will stay with them for many years. For example this was the first time the SA student had been on an aeroplane and had never travelled outside of the North West Province before. For the UKNI student this was their first time in South Africa and had never travelled without parents before.

3.8.2.3 A Staff Perspective

International Continuous Professional Development (CPD) is a growing component in the TVET sector as colleges seek to exploit learning opportunities through shared experiences. This ISP Advanced project introduced new staff members to international project work.

One lecturer said “It was a privilege and a wonderful personal experience to host the Lecturer and students from Vuselela College in December 2018, to experience Further Education teaching and learning in practice, to engage with staff and students and to deliver classes to learners in some common units of study, Preparing for Employment and Customer Service. It was interesting to realise that, across the world, common student and staff issues in Further education remain the same!”

3.8.2.4 Specific actions taken

- NRC – Development and implementation of college wide International Travel Bursary
- NRC – Development and implementation of international work-placements for Higher VET students
- VC - Lecturer development Programme with emphasis on moderation, assessing competencies, learning resources and developing an excellent learning programme

3.8.3 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 | | | | VC | NRC | NRC VC |
| Host an overall Award Ceremony | | | | | | NRC NRC VC VC |
| Enable students to attend external Award Ceremonies | | VC VC | | | | NRC |
| Develop case-study materials and put up posters | | | VC | VC | NRC 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 | VC | NRC | NRC |
| An assessment and review mechanism of the college international programme | | | VC | | NRC NRC VC | |

| College | Baseline Score | Distance Travelled Score |
|---------|----------------|--------------------------|
| NRC | 39/48 = 81 | 45/48 = 93 |
| VC | 25/48 = 52 | 33/48 = 68 |

4 Conclusions

4.1 Growth in International Partnership Ecosystem

4.1.1 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.

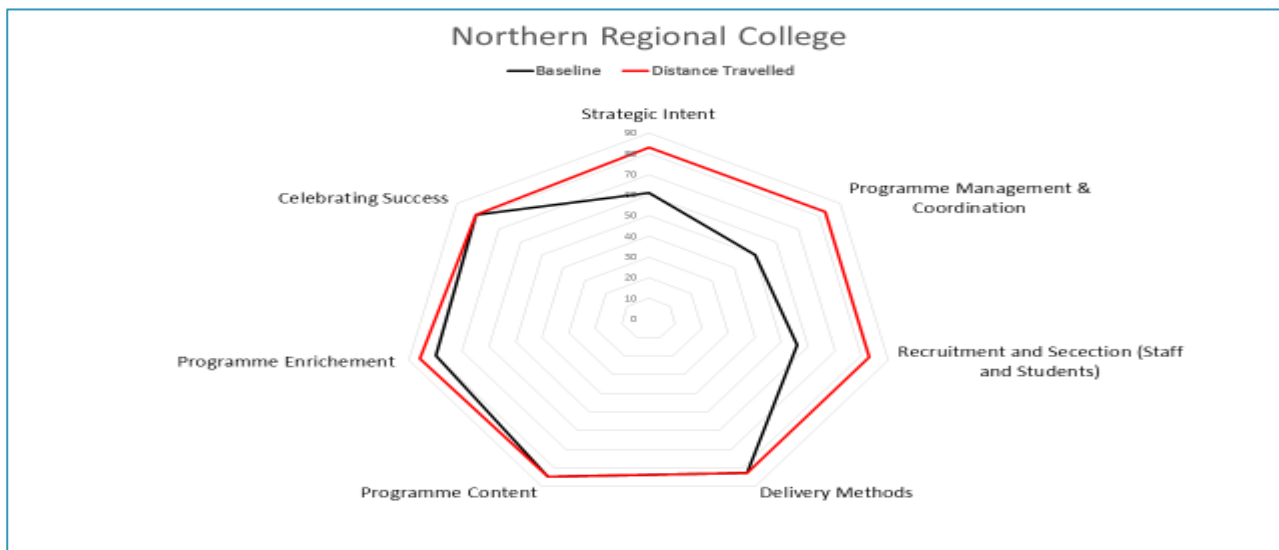
'Business Growth is a stage where the business reaches the point for expansion and seeks additional options to generate more profit. Business growth is a function of the business lifecycle, industry growth trends, and the owner's desire for equity value creation.' www.attractcapital.com/business-growth.

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.



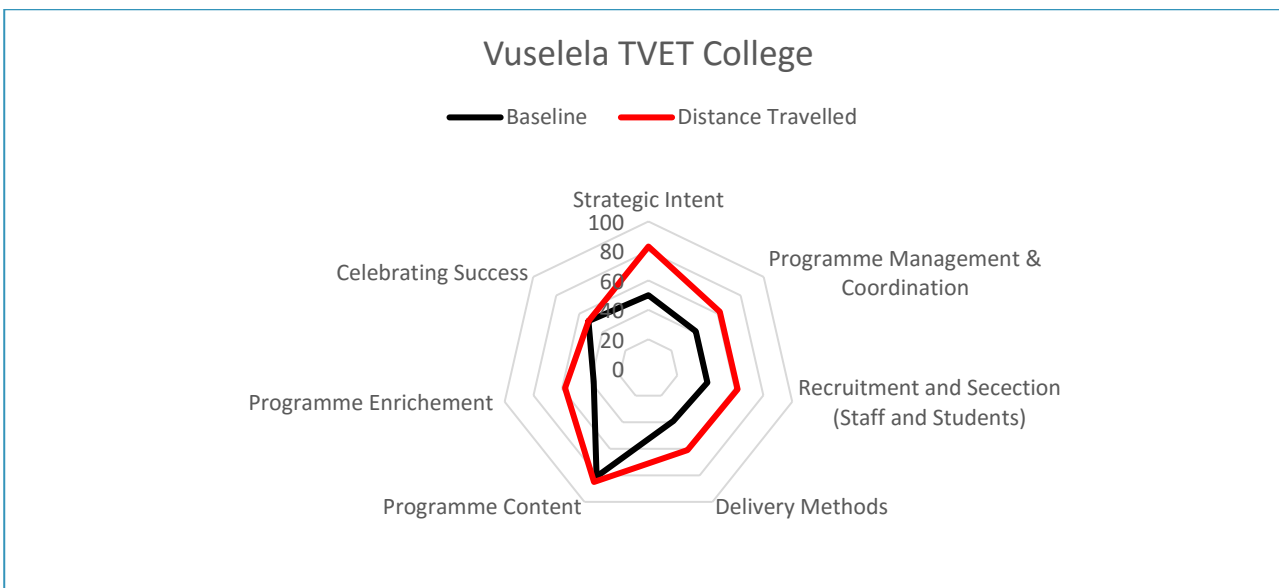
4.1.2 Northern Regional College Growth

By participating in this ISP Advanced Project the Northern Regional College continues to extend 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 has led to growth in strategic intent, programme management and coordination as well as rolling out international partnerships to staff and students other curriculum areas.



4.1.3 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 management and significantly increased its capacity to develop international partnerships, going forward.



4.1.4 Challenges

The UK and SA academic calendar cycle is different therefore maintain continuity with student groups across the 12 month project is difficult to maintain. 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 in the application stage and both colleges struggled to meet targets in relation to wider dissemination.

5 Benefits and Impact

5.1 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

5.1.1 Participants view

Staff (Lecturers and Management)

- *"The study visit has enriched my life and has also broadened my horizons. I realised that a lot of the things I saw in NI, is something that we CAN implement in South Africa. Nothing is stopping us (TVET), from becoming first class educational institutions, however, we do not have enough focus placed on our TVET sector. Making it a place that students would PREFER to do their studies. It is a change that can start at the lecturer level. "*

- *“Participating in this project was eye-opening and thought provoking. Projects of this nature are important and beneficial particularly to the lecturers who are involved in teaching and learning delivery daily.”*

Students

- *“Through this project we had the opportunity to work on an assignment with students at another campus. This was the first time ever!”*
- *“Visiting the campuses in NI and seeing all their facilities was a fascinating experience. It was also a wonderful experience to meet the staff and students from the different campuses.”*

5.2 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

5.3 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.

5.4 Impact on local, regional and/or international levels

Local - There is evidence that partners engaged locally to promote the ISP Advanced 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 Advanced 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 Advanced

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 Advanced Project 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 future BTLH conferences.



6 Appendices

6.1 Leadership Task/Responsibility Matrix

Task/Responsibility Matrix - Audit of role and responsibility undertaken during LEP project

| Task/Action | Responsibility | |
|--|----------------|-------------|
| | NRC | VC |
| Strategic Direction | | |
| International Strategy | IC/SLT | PM/EMT |
| International Policies and Procedures | IC/VP T&L | IC/DPAF |
| International Operational Plans | IC/HoD | IC/DPAF |
| Programme Concept | NRC | VC |
| Concept development for an international project | IC/HoD | IC/CM |
| Partner identification | IC/HoD | IC/CM |
| Defining a project in SMART objectives | IC/HoD | IC/CM |
| Acquisition of funding | IC | IC |
| Financial planning and control | IC | IC |
| Programme Management and Co-ordination | NRC | VC |
| Development of Memorandums of Understanding | IC/HoD | IC/CM |
| Defining and agreeing Learning Agreements | IC/AHoD | IC/HoD |
| Choice of communication method | IC | IC |
| Choice of evaluation and validation method | IC | IC |
| Partnership Agreements | IC/AHoD | IC/HoD |
| Organising Study Visits | IC/AHoD | IC/HoD |
| Supervision and monitoring of study visit | IC/HoD | IC/CM |
| Evaluation (qualitative/quantitative measures) | IC | IC |
| Dissemination (pre, during, post project) | IC | IC |
| Recruitment and Selection of Staff and Students | NRC | VC |
| Promotional material - Posters, Flyers, Prospectus | IC/M.kting | IC/M.kting |
| Promotional campaigns – internet/other | IC/HoD | IC/CM |
| Presentations to staff and classes | IC/HoD | IC/CM |
| Celebration events – Awards to students | IC/HoD | IC/CM |
| Induction start of college promotion to students | AHoD | HoD |
| College website page(s) dedicated to international | IC/M.kting | IC/M.kting |
| Promote external international networking events | IC | IC |
| Delivery Methods | NRC | VC |
| International Partnership Embedded | AHoD/Lect | HoD/Lect |
| International Partnership as Additionally | AHoD/Lect | HoD/Lect |
| International Partnership as Additional Experience | AHoD/Lect | HoD/Lect |
| Programme Content | NRC | VC |
| Vocational skills | AHoD/Lect | HoD/Lect |
| Transversal/soft skills | AHoD/Lect | HoD/Lect |
| Social/civic skills | AHoD/Lect | HoD/Lect |
| Entrepreneurial skills | AHoD/Lect | HoD/Lect |
| Cultural Awareness | IC/AHoD/Lect | IC/HoD/Lect |

| Task/Action | Responsibility | |
|--|-----------------------|-------------|
| Programme Enrichment | NRC | VC |
| Study visits | IC/HoD | IC/CM |
| Owner/managers of local businesses | AHoD/Lect | HoD/Lect |
| International entrepreneurs (Role Models) | AHoD/Lect | HoD/Lect |
| Guest Speakers (interpersonal skills) | AHoD/Lect | HoD/Lect |
| Guest Speakers (international business skills) | AHoD/Lect | HoD/Lect |
| Stakeholder organisations | IC/AHoD/Lect | IC/HoD/Lect |
| Celebrating Success | NRC | VC |
| Hosting an Award Ceremony for every programme | AHoD/Mkting | HoD/Mkting |
| Host an overall Award Ceremony | IC/Mkting | IC/Mkting |
| Attend external Award Ceremonies | IC/HoD/AHoD | IC/CM/HoD |
| Develop case-study materials and put up posters | Lect/Mkting | Lect/Mkting |
| Develop case-study materials and college website | Lect/Mkting | Lect/Mkting |
| Host dissemination events for stakeholders | IC | IC |
| Attend dissemination events by stakeholders | Any | Any |

6.2 Northern Regional College Tourism and Business Studies Case Study

Generally the terms Enterprise and Entrepreneurship are interchangeable within the educational context, however a distinct difference can be drawn. The delivery of an enterprising curriculum benefits students by developing their inter-personal or transversal skills. *'It combines creativity, originality, initiative, idea generation, design thinking, problem solving, innovation, expression, communication and practical action.'*¹ To that end, FE Colleges design, deliver and facilitate a broad range of innovative activities aimed at developing enterprise skills. For example, ISP Tourism project to deliver an international project.

Entrepreneurship on the other hand focuses on *'the application of enterprise behaviours, attributes and competences into the creation of cultural, social or economic value. This can, but does not exclusively, lead to new venture creation.'*² There is also recognition that entrepreneurship is not just a *'strategic apex'* issue and employers seek *'Intrapreneurs who can apply the same enterprise behaviours, attributes and skills within existing enterprises.'*

On the surface, entrepreneurs are required to undertake leadership functions such as providing vision to the development of a new product or service. In reality this is not carried out in a vacuum. Entrepreneurship combines enterprise and leadership through which one person influences the behaviour or actions of other people. Therefore, in addition to the enterprising inter-personal skills, students require **access to services** that can help develop their enterprising idea, business knowledge and leadership skills. Such activities include product development and testing; market research and analysis; feasibility studies; business finance & planning; pre-incubation services (hot-desking); access to business networks, role models, mentors; and start-up/innovation competitions.

In Northern Ireland the Local Enterprise Agency (LEA) Network has for the past 40+ years been the main go-to agency for individuals seeking to start a business and during this period has supported hundreds of start-ups, mostly micro and many serving the local economy. As landlords of managed workspace, the LEA first priority is maintaining occupancy levels with viable businesses and perhaps focusing on growth less so. As a consequence, a small percentage of LEA tenants will have export/growth potential and enter the Invest NI pipeline. Science parks, on the other hand attract high growth potential start-ups and actively accelerate their passage with a different support package and attitude to the landlord/tenant relationship.

¹ Enterprise and Entrepreneurship Education; Guidance for UK Higher Education Providers (QAA) (Jan 2018)

² Enterprise and Entrepreneurship Education; Guidance for UK Higher Education Providers (QAA) (Jan 2018)

Other start-ups ignore these managed support arenas and go it alone, at least in the early stages. Some will, if found, seek help to grow their business and may use many other forms of developing social capital (networking events) and raising capital (friends and family).

Little is known regarding the flow of students into the start-up pipeline. It is the view of NRC that student groups have untapped entrepreneurial potential and its role is to harness this potential and increase the number of nascent entrepreneurs into LEA, Science Park, private industry/commerce and other growth channels.

This ISP Advanced project brought together the creative skills of the tourism students and the business process skills of business studies students to identify market opportunities in tourism and develop associated business plans.

Gearing Up for Golf Tourism: A 3 Day Travel and Tourism Skills Academy

Programme of Activities: Monday 3rd December 2018- Wednesday 5th December 2018



Northern Ireland is experiencing unprecedented success and status as a golf destination through the triumphs of its champion golfers, its world ranking golf courses and hosting of outstanding events.

The Golf Tourism Strategy in Northern Ireland is designed to support the golf sector in contributing to the wider tourism vision of a £1 billion industry in NI by 2020. Golf Tourism in NI is currently valued at some £35.6 million, so in terms of NI's competitiveness vis-a vis other golf destinations – there are real opportunities to further grow golf tourism.

As a business enterprise, NRC want to help our Travel and Tourism learners to fully prepare for application for employment in Travel and Tourism and within this exciting sector.

We have teamed up with Galgorm Resort & Spa and Portstewart Golf Club, Royal Portrush Golf Club, Galgorm Golf Club, Belfast International Airport and The Giant's Causeway to provide a 3-day dynamic and interactive training academy for students to prepare them for employment. This training is focused on 'Gearing Up for Golf'.

Day 1 **Hosted at Galgorm Resort and Spa**



A bit of background...Galgorm Resort & Spa has been a partner of the NI Open from the beginning and now ahead of hosting the prestigious Open Championship in 2019 at Royal Portrush Golf Club.

The award-winning hotel has elevated its commitment to train and up skill the local workforce to offer a first-class guest experience which showcases Northern Ireland's golf tourism and hospitality product to a global audience. With a wide variety of jobs on offer, the golf sector is well placed for providing interesting and challenging career opportunities

[Presentations and Q&A sessions with Guest Speakers:](#)

[Graham Keddle](#) - CEO Belfast International Airport

[Deborah Harris](#) - Marketing Manager Belfast International Airport

[Richard McGowan](#) - Project Manager: Galgorm Centre of Excellence & Staff Wellbeing

[Victoria Brown](#) - Marketing Manager Galgorm Manor hotel

Master classes:

- Completing your own Personal skills audit
- Producing an up-to-date CV and letter of application

Interviews with our "Gearing Up for Golf Panel" Karen McLeod NRC Travel and Tourism; Brenda Watson NRC Careers Officer and Richard McGowan

- Participating in our Travel and Tourism Job Interviews

Day 2 [Hosted at Portstewart Golf Club](#)



A bit of background...Portstewart Golf Club consists of three 18-hole courses situated in the town of Portstewart, County Londonderry, Northern Ireland. Golf was first played there as far back as 1889. The three courses are: the Strand Course (par 72), a championship course, the Riverside Course (par 68) and the Old Course (par

64), which is where the club was founded in 1894.

The late 1980s saw major development of the Strand course with the layout updated and seven new holes added. In 1992 the new Strand course, designed by Des Giffin, opened for play. The Golf Club holds what is often suggested as the finest opening hole in Ireland. Portstewart Golf Club hosted the Dubai Duty Free Irish Open in 2017, setting up a three-week spell of links golf culminating in the Open Championship.

Presentations and Tour with our Guest Speaker:

[Judy Hutton](#) - General Manager Portstewart Golf Club

Services Across Cultures Workshop:

- Introduction/ Overview of Services Across Cultures
- Who are our visitors
- Welcome to my World
- What is Culture
- Challenging Assumptions
- People to People Ambassadors
- Now it's up to you!
- The 5 key commitments

**Day 3 - A Golf Familiarisation Bus Tour – From Mid and East Antrim to The North Coast...
Developing your Ambassador 'Golf Toolkit'**

"How to **Welcome**" our visitors....

Warm welcome
Expect questions,
Lasting Impressions
Celebrate our differences
Open-minded approach
Marvellous memories
Enthusiasm is essential



Stop 1: Galgorm Castle Golf Club Ballymena

Presentation and Golf Club Tour with Ross Oliver, Director of Golf, Galgorm Castle

Stop 2: Royal Portrush Golf Club, Portrush

Presentation and Golf Club Tour with Gary McNeill, Professional at Royal Portrush Golf Club.

Stop 3: The Giant's Causeway:



BUSINESS PLAN

Golf Tourism by: Brooklyn McCook and Callum Barkley

| INFORMATION | |
|--------------------------|----------------------|
| LEA Business Advisor: | Linda Dixon |
| Local Enterprise Agency: | Causeway (Coleraine) |
| Date: | December 2018 |

FOR OFFICE USE:

Current Employment Status:

| | | | | | |
|--|---|---------------|---|-------------------------------|----|
| Employed | N | Self-employed | N | Unemployed | N |
| Other, please state: Full time Student | | | | If unemployed – less than 1yr | NA |

Steps to Work

| | |
|---|---|
| Participating in the Steps to Success Programme | N |
|---|---|

(This template business plan is part of the Business Plan Navigator Product. For more information, see www.businessplannavigator.com)

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SECTION 1: EXECUTIVE SUMMARY

“Golf Tourism by Brooklyn and Callum”, will be a new business, which specialises in travel and tourism and focuses specifically on golf tourism. The travel consultant and trading academy business will be set up with the idea to attract worldwide visitors to Royal Portrush for the Golf Open in 2020. The travel and training consultancy will be a partnership company which will be set up by Brooklyn McCook and Callum Barkley in conjunction initially with fellow students from NRC Travel and Tourism courses in Ballymena.

It will start to trade in December 2018 – this will be on a part time basis while they complete their studies. It is anticipated that business will increase over time and it will become a full-time business in due course.

The promoters; Brooklyn and Callum are currently studying for BTEC Level 3 Diploma in Business at Northern Regional College, Coleraine. Their passion is within the Travel and Tourism sector and they have found a potential opportunity within this area.

Callum has gained a wide variety of qualifications prior to this including 4 GCSEs and OCR Level 3 in Business Administration. Brooklyn has also 5 GCSE qualifications. They are both very motivated, career focused and confident of making the business a success in the North Coast area.

All relevant legal and regulatory issues have been addressed. Brooklyn and Callum have been researching the potential for this new venture and they are confident that demand exists, particularly given the increased advent of tourism in their local area and specifically the huge increase in golf tourism in the North Coast area.

Brooklyn and Callum have identified key marketing; operational and financial risks and they has developed a robust risk management plan to minimise or mitigate those risks.

A number of clear, measurable financial business goals have been established for “*Golf Tourism by Brooklyn and Callum*”

| Business Goals | Year 1 | Year 2 |
|--------------------------------------|---------------|---------------|
| Turnover | 72,000 | 96,000 |
| Cost of Sales | 47,813 | 63,750 |
| Gross Profit | 24,187 | 32,250 |
| Net Profit (before Drawings and NIC) | 22,617 | 23,548 |
| Net Profit (after Drawings and NIC) | 17,117 | 17,548 |

SECTION 2: BUSINESS AND PROPRIETOR DETAILS

2.1 Business Details

Business name: Golf Tourism
Business address: 17 Market Square, Ballymoney, BT53 6BZ
Telephone: 0287035 4717
Email: brooklynmccook20@outlook.com
Proposed start date: July 2018
Legal status: Partnership
Full-time/Part-time: Part-time
VAT registered: No
Bank: TBC
Accountant: TBC

2.2 Proprietor Details

Name: Brooklyn McCook and Callum Barkley
Home address: 17 Market Square, Ballymoney, BT53 6BZ
DOB: 19/03/01 and 21/06/00

Experience:

Brooklyn and Callum are currently studying for their BTEC Level 3 Extended Diploma in Business at Northern Regional College Coleraine. Callum has gained a wide variety of qualifications prior to this including 4 GCSEs and an AS Level. Brooklyn has attained 5 GCSEs. They are very hard working individuals, have a keen interest and passion about the tourist industry on the North Coast. They hope intend to continue their studies and extend their skill set whilst also running her own successful business. Ultimately Brooklyn and Callum would like to open run this as a full time successful business.

Brooklyn and Callum will operate as a partnership and will have no initial extra staff requirements. They will both work in the business on a part-time basis carrying out services and tasks such as:

- Administration duties- taking calls, ordering stock
- Finances – Bookkeeping, cost control, banking
- Marketing
- Customer service

SECTION 3: VISION AND BUSINESS IDEA

3.1 Business Goals

“Golf Tourism by Brooklyn and Callum” is a new business idea to set up a business that will specialise in travel and tourism, in particular golf tourism, throughout the country. This company to be set up will be formally known as a travel consultant and interactive training academy business. This business will be set up to attract visitors from across the world to attend the Golf Open in 2019 which will be held at the Royal Portrush Golf course. It will be a partnership company which will be set up by Callum Barkley and Brooklyn McCook in partnership initially with other students that study Travel and Tourism from the Northern

Regional College in Ballymena. The main aim of the Travel and Tourism company is to create an event that will last three days and this event will also be located at three different locations throughout Northern Ireland (namely Portstewart Golf Club, Galgorm Resort and a Golf Familiarisation tour throughout the North Coast). The aim will be to get as many trained visitors to this event as possible in order to ensure that it is as successful as possible.

Financial goals for year one and two are as follows:

| Business Goals | Year 1 | Year 2 |
|---|---------------|---------------|
| Turnover | 72,000 | 96,000 |
| Cost of Sales | 47,813 | 63,750 |
| Gross Profit | 24,187 | 32,250 |
| Net Profit (before Drawings and NIC) | 22,617 | 23,548 |
| Net Profit (after Drawings and NIC) | 17,117 | 17,548 |

Other goals:

Within the first year of trading Brooklyn and Callum hopes to:

- Secure at least one group per month for the first 6 months of trading with an expansion of two groups per month thereafter;
- To set up a Facebook, Instagram and Twitter accounts for the business;
- To update these accounts regularly to help promote the business.
- In 3-5 years' time Brooklyn and Callum hope to:
 - Further expand the business by having more tours and expand them across to different areas of Northern Ireland;
 - Employ staff as necessary and provide a tourist experience tailored for golf enthusiasts from across the world.

3.2 Product/Service Details

Brooklyn and Callum will provide a training academy in the area of golf tourism, focusing specifically on attracting visitors to the North Coast area initially.

Brooklyn and Callum will be as flexible as possible re when these tours will take place. They may be worked around part time study if they decide to continue.

3.3 Key Selling Points

The key selling points of the business are:

- Unique business idea as it incorporates golf tourism and training academy;
- 3 day course that does not operate elsewhere;
- Involves the combination of travel and tourism across North Coast area and trains individuals in golf tourism management skills;
- Can visit the site of the Irish Open 2019;
- Capitalises on the popularity of golf tourism in NI.

3.4 Future Plans

The future plans of the business are to expand services as required. They hope to eventually employ staff and run these tours on a regular basis, across Northern Ireland, attracting numerous visitors from around the world and to capitalise on the success of golf tourism in Northern Ireland.

SECTION 4 MARKETING

4.1 Market Research

A summary of key findings from the secondary and primary research is included below:

There were two main ways in which Brooklyn and Callum conducted their research – namely secondary and primary. This was to ascertain whether the business idea was feasible and if there would potentially be demand for such a service.

Secondary research:

- Through their secondary research Brooklyn and Callum have learned that tourism has really taken off in Northern Ireland in recent years. According to extensive secondary research, they were able to find a number of trends in tourism in NI.
- In 2017 2.6 million visitors from outside NI visited the country, during their stay in NI they spent a total of £926 million which is £76 million more than what was spent in 2016.
- During 2017 an estimated 19.8 million visits were made to tourist attractions. It has been calculated that Country parks/parks and forests attracted the largest portion of visitors which was (38%) of tourists. Visitor/heritage centres attracted the second highest proportion of visitors during 2017 (18%).
- Golf tourism in Northern Ireland is currently valued at some £39.9m so Northern Ireland have a real opportunity to grow to reach the level of other golf destinations.
- Over the last 3 years the golf tourism industry in Northern Ireland is starting to grow in an economical capacity, In 2015 the Golf sector raked in 32.1 million pounds, 2016 the golf sector generated 35.6 million pounds and in 2017 the golf sector made 39.9 million. These statistics prove that golfing in Northern Ireland is starting to rise.
- In 2017, 123,200 people came to Northern Ireland to play golf.
- In 2017, Non-golfers raked in £29.9 million pounds for Northern Ireland which was £10 million less than the golf sector did.
- 60% of tourists in Northern Ireland intend on visiting tourist attractions whilst staying in Northern Ireland, 38% of ROI said they intend on visiting, 43% of the rest of the UK said they do, 85% of Europe and North America also said they intend on visiting tourist attractions in Northern Ireland.
- They have also found that the typical out of state visitor takes 1 or 2 golf holidays per year, they will visit on average 3 courses per tour (or 4 rounds), they spend an average of £2228 on their trip (or £253 per day).

<https://tourismni.com/facts-and-figures/tourism-performance-statistics/visitor-attractions/>

https://tourismni.com/globalassets/grow-your-business/golf/sms-inc_report_tni_golf-tourism-monitor_2017.pdf

Specific to golf tourism, Brooklyn and Callum have found that Northern Ireland is experiencing extraordinary success and status as they are every well known for their golf as they have had triumphs of golf champions like Rory McIlroy and Darren Clarke.

The Golf Tourism Strategy

The Golf Tourism Strategy that has been set up in Northern Ireland is designed to support the golf sector in contributing to the wider tourism vision of a massive £1 billion industry in Northern Ireland by 2020. At this point in time Golf Tourism within Northern Ireland is valued at around £35.6 million, therefore there will be great opportunities for growth throughout the golf tourism sector.

- ▶ One of the key aims that the Golf Tourism Strategy aim to achieve is they want to increase the value of golf visitors in Northern Ireland to a total of £50 million per annum by 2020.
- ▶ Other key aims for this strategy include:
 - ▶ Develop the capability and capacity of club to host visitors
 - ▶ Enhance the reputation and visibility of the NI for golf tourism
 - ▶ Build NI's capacity to host golf events

<https://tourismni.com/Grow-Your-Business/golf/>

<https://www.economy-ni.gov.uk/topics/tourism>

Primary research has included:

- Undertaking a survey around the Coleraine town centre looking at facilities in Coleraine and what is lacking. This will be furthered by focusing primary research within the tourist industry in the North Coast.
- An analysis of competitors in the area by, reviewing their promotional literature and asking customers for their opinion.
- Brooklyn and Callum's already strong knowledge of the market.
- Asking friends, families and peers on their opinions of the advent of golf tourism in the North Coast.

Primary Research

- From their primary research Brooklyn and Callum have realised that there is potential for the business to be successful, as it is totally unique, provides a very different service that current competitors do not have.
- Brooklyn and Callum has gained feedback from local employers and people that they know in the area and this is something that seems to be increasingly popular.

Population estimates as at 2016 are shown below

The estimated population of Causeway Coast and Glens Council area at 30 June 2016 was 143,525 and it is projected to drop to 142,211 by 2041.

Of the 143,525, 71,166 (50.4%) were male and 72,359 (49.6%) were female

This was made up of:

- 28,555 children (19.9%) were aged between 0-15 years;
- 88,621 people (61.7%) were aged between 16-64 years; and
- 25,004 people (18.4%) were 65 years and older.

These figures are reflective of the population within the Causeway Coast & Glens Council area – customers will be predominantly from outside this area and it is anticipated that this will attract a global tourist.

4.2 Sales justification

This is demonstrated in the table below which shows potential customers, the stage of the negotiation and value of actual or potential orders.

| CUSTOMER NAME | STAGE OF ORDER NEGOTIATION | ORDER VALUES |
|---|---|--------------|
| One tour booked for December 2018 | A visiting group from South Africa who wish to visit the area. | |
| 2 additional tours per month from January – June 2018 (to be confirmed) | To be confirmed – but it appears that there is significant interest in this area. | |
| 3 tours per month from July – October 2018 (to be confirmed) | To be confirmed – but it appears that there is significant interest in this area. | |

4.3 Action Plan to address market research findings

| RESEARCH FINDINGS | SPECIFIC PROJECT ACTIONS | TIMING | BY WHO |
|--|---|---------|---------------------|
| There are a number of tourists visiting Northern Ireland who in addition to visiting the tourist sites across the country also have a keen interest in golf. There is therefore the opportunity for a company to create a golf tourism and training academy as there are an increasing number of people both wishing to be part of and be trained in golf tourism. | Brooklyn and Callum will advertise their services through social media platforms such as Facebook and Twitter and by word of mouth. | Ongoing | Brooklyn and Callum |

4.4 Competitors

The proprietor has identified that there is no actual golf tourism training academy in the area but there are a number of companies that provide golf tourism packages and additional

companies that have training academies – however there do not seem to be any other companies offering tailored packages such as this.

The key competitors are identified in the table below along with an analysis of their strengths and weaknesses.

| Table: Customer needs/wants and targeting approach | | |
|--|--|--|
| Competitor | Strengths | Weakness |
| Nutt Travel | <ul style="list-style-type: none"> Well established tourist organisation Focuses on motorsport events Very popular with tourists – personal service Online booking system | <ul style="list-style-type: none"> As it is focused on motorsports, it does not run many golf packages. |
| The Golf PA | <ul style="list-style-type: none"> Excellent knowledge of the golf tourism sector on the north coast. Well established and reputable company. | <ul style="list-style-type: none"> Do not offer training academy facility |
| Cotter Collection | <ul style="list-style-type: none"> Specialises in hospitality Good knowledge of the golf sector | <ul style="list-style-type: none"> Based in Belfast therefore not local to north coast Lack of local knowledge |
| Golf Tours | <ul style="list-style-type: none"> Provides golf tours across Northern Ireland Good customer service Local company | <ul style="list-style-type: none"> Not local to North Coast No training facilities |
| Lynchpin Tours | <ul style="list-style-type: none"> Small company providing tours across NI Very client focused Over 20 years' experience – well established | <ul style="list-style-type: none"> Website is quite unclear and difficult to decipher Not specific to golf |
| Rutledge Training & Recruitment | <ul style="list-style-type: none"> Well established company Delivers courses in many vocational areas | <ul style="list-style-type: none"> Not related to golf tourism Focus on youth training – not specific to the target group |
| NI Tourist Guide Association | <ul style="list-style-type: none"> Focuses training in the tourism area | <ul style="list-style-type: none"> Based in Belfast Not specific to golf |
| Tourism NI | <ul style="list-style-type: none"> Deliver World Host training (focusing on customer service) Run regular events on tourism Well established and known – potentially a partner rather than competitor | <ul style="list-style-type: none"> Not specific to golf tourism Runs generic training and events – not tailored to our specific area |
| People First | <ul style="list-style-type: none"> Deliver World Host training (focusing on customer service) | <ul style="list-style-type: none"> Similar to the others – qualifications tend to be generic |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Award winning employment and learning organisation • Deliver a range of accredited qualifications across the area • Well known organisation nationally | and not focused on the specific area of golf tourism |
|--|--|--|

Brooklyn and Callum are confident that they can improve on the offering of their competitors; they will provide a service that is unique and different from the competitors within a niche market, they will offer value for money which is particularly important in the current economic climate. They have noted through their competitor analysis that there are many companies providing training and there are additional tourist companies. The above table shows an overview but they have completed a more extensive research. There do not seem to be any companies that incorporate the two and provide golf tours whilst also training delegates in the whole area of golf tourism.

PESTEL Analysis

A Pestel Analysis on the tourism company is important so that Brooklyn and Callum know exactly what market they are entering and how exactly they plan to use external factors to their advantage.

PESTEL:

The Political Factor- could affect the tourism company as Brexit will affect tourists being able to come to visit the country freely, with potential additional tariffs and taxes when coming to the UK post Brexit which may deter tourists from travelling to Northern Ireland.

Economic- The exchange rate for euro to pound has massively which is a further deterrent from travel to Northern Ireland as it is more expensive than normal for tourists to get euro changed to pounds which will also be a disadvantage for those wanting to travel to Northern Ireland.

Social Factors- The social factors that may affect the business may be social trends as currently most tourists who arrive in UK check their tourist locations online before they travel. The tourist event that this company is organising could be at a disadvantage to social trends as the modern day courses tend to be completed online therefore this may mean that people want to complete some of their training online. However, the visit aspect of the three day event is invaluable for countering this as they will be able to visit some of the courses on the North Coast.

Technological factors that could affect this company is that customers may want to purchase and take the course online through a computer which shows how advanced the modern day technology is, not as many customers want to participate in a course which is in a public location they would prefer to do it from the comfort of their own home.

Environmental Factors that could affect the business event is the weather for example, not many people may want to book with my course as the third day could be impacted by the weather conditions (tour of Northern Ireland). It could be raining therefore they may let the December wintery weather put them off from booking, also the weather could affect those travelling to and from the event locations.

Legal Factors that could affect the event is employment law which helps dictate how potential employees are treated. There are a range of other legal factors that will be explained at a later stage of this plan.

4.5 Pricing

The selling price for the service provided has been determined taking into account overheads, competitor's prices, and drawings. Initially the tour had to be costed with a 50% mark-up added to provide an income for Brooklyn and Callum. The costs are made for a group of 10 people and a group of 15 people. 15 people would be the maximum amount for a group and 10 is an ideal number.

| Cost | Details | Total Cost |
|---------------------------|---|--------------------------------------|
| <u>Day 1:</u> | | |
| £300 | Guest speaker to deliver CV and Job Interview Skills Workshop (McWilliam Associates) | |
| £350 | Meeting Room at Galgorm Resort for 10 people • This rises to £525 with 15 people | <u>£650/ £825</u> |
| <u>Day 2:</u> | | |
| £300 | Guest speaker to deliver World Host Training (McWilliam Associates) | |
| £15 | Morning refreshments for 10 people *This rises to £21 for 15 people | |
| £39.50 | Lunch for up to 10 people at Portstewart Golf Club *This rises to £59.40 for 15 people | |
| £19.25 | Afternoon refreshments for 10 people • Rises to £29.25 for 15 people | |
| £120 | Room hire at Portstewart Golf Club | |
| | | <u>£493.75/ £529.65</u> |
| <u>Day 3:</u> | | |
| £55 | Sandwich platter for up to 20 people (Sandwich Company) | |
| £20 | Drinks for up to 20 people | |
| £375 | Coach Hire including a tour of North Coast (Quinn's Hire) | |
| | | <u>£450</u> |
| <u>Total Cost:</u> | | |
| 10 people | | £1593.75 (£159.38 per person) |
| 15 people | | £1804.65 (£120.31 per person) |

The table shows that it is more cost effective to have 15 people in a group. It works out at a cost of £120.31 per person if there are 15 in a group whereas in a group of 10 people it works out at £159.38 per person.

The prices will be calculated accordingly.

If there is a group of 10 people, Brooklyn and Callum will charge £2,400 per group – this allows for a mark-up of just over 50%. This means that it will be a charge of £240 per person.

For a group of 15 people, they will charge £2800, which again is just over a 50% mark up. This works out at a charge of £187 per person.

Brooklyn and Callum’s prices are good for the service that will be provided.

4.6 Place/distribution

Brooklyn and Callum will work from Brooklyn’s home in Market Square, Ballymoney. Their rent and rates costs will be minimal for the foreseeable future.

4.7 Promotion

The promotional plan for the business in year 1 is set out in the table below. A similar promotional approach will be adopted in year 2 and the marketing budget will be £50

| Promotional method | How | Cost |
|--|---|------------------|
| Corporate Literature – pricelists, Flyers & Business Cards | Delivered to homes and businesses in the local area – Flyers will feature a promotion every quarter | £50 in month 1 |
| Social Media | Set up a business Facebook and Twitter accounts. Update regularly with new promotions, photos etc. | Opportunity Cost |
| Word of Mouth | Brooklyn and Callum will rely on family and friends to spread the word on her business | Opportunity Cost |
| Total | | £50 |

SECTION 5: OPERATIONS AND LEGAL ISSUES

5.1 Staff

The staff requirement of the business and the costs are as follows:

Brooklyn and Callum will have no staffing requirements for the foreseeable future. When it becomes necessary to employ a member of staff that will be investigated.

Brooklyn and Callum’s drawings will fluctuate depending on the success of the business. They will be operating this business on a part-time basis while continuing studies. They will be living

at home for the first instance and each require at least £350 drawings per month to live on in year 1. The Class 2 National Insurance Contributions are £37 per quarter. They want to invest anything they can back into the business.

5.2 Premises

The business will be based at Market Square, Ballymoney. The premises will serve the needs of the business and Brooklyn and Callum will utilise a spare room at home for the organisation of their business.

5.3 Capital Expenditure

This business will not at this stage require any capital expenditure as the facilities will be sourced from other companies. Other time if the business is successful they hope to get beneficial rates from using the same companies.

5.4 Stock and suppliers

| Supplier | What you'll buy from them | Number of days' credit |
|---|---|---|
| Galgorm Resort and Spa Portstewart Golf Club | <ul style="list-style-type: none"> • Meeting room, beverages and lunch • Meeting room, beverages and lunch • Beverages and lunch • Coach hire | No credit offered initially until a good relationship is established. |

There will be no opening stock.

5.5 Insurance

Brooklyn and Callum will require a number of insurance policies in place, including:

- Public liability insurance, which covers a business against claims from customers, suppliers, and members of the public injured or adversely affected as a result of its activities.
- Cover for business use of any vehicles used for business purposes, which must include minimum cover for third party.
- Contents Insurance, which covers all contents, equipment and stock, held within the premises against theft or fire.

The cost of insurance is expected to be £25 per month per annum with BABTAC. To add business use to her existing vehicle policy is an additional £50 per annum and is included in vehicle running costs.

5.6 Legal Issues

The main legal issues that Therapy will adhere to are:

- The Health and Safety at Work (Northern Ireland) Order 1978 which stipulates that Brooklyn and Callum as an employer and being self-employed has a duty to protect the health and safety of their employees, customers and anyone affected by their business activities.
- Management of Health and Safety at Work Regulations (Northern Ireland) 2000 require businesses to carry out health and safety risk assessments and to monitor employee health

in accordance with any risks identified. Brooklyn and Callum will gain advice and guidance in this area from Health & Safety Works NI; a free and confidential government service set up specifically to help small businesses manage health and safety.

- The Supply of Goods and Services Act 1982 stipulates that it is an implied term of any contract for services that they must be carried out with reasonable skill and care, within a reasonable time and at a reasonable charge
- Data Protection Act imposes controls in the use of computerized and manually filed information relating to individuals and the provision of services in regard to such services. Brooklyn and Callum will house all clients' details in a safe and secure manner and will ensure that they will not be distributed to any third parties.
- Under the Electricity at Work Regulations, Brooklyn and Callum are responsible for ensuring the testing and safety of any electrical appliances they use in the course of their business, such as electric blankets or manicure lamps, through PAT (portable appliance testing). For more information on PAT, go to www.pat-testing.info.
- Planning permission is not required
- Taxation: Brooklyn and Callum will ensure the rules for registering for tax, NIC, PAYE and VAT are stringently adhered to and all relevant returns and payments will be made on time.

SECTION 6: FINANCE

6.1 Funding

A breakdown of the funding for the business is provided below.

- **Own investment** – TBC
- **Loan** – TBC

6.2 Sales Projections

Sales projections are based on 2 per month from January to June then 4 per month between July and September, with 2 per month from October to December. They will initially predict the sales according to 10 people per tour group as it is wiser to under estimate sales than over estimate them.

| Sales | Year 1 | | Year 2 | |
|--------------|--------|---------|--------|---------|
| | Units | Sales | Units | Sales |
| Tours | 30 | £72,000 | 40 | £96,000 |
| Total | 30 | £72,000 | 40 | £96,000 |

6.3 Revenue Expenditure

| Revenue expenditure | Year 1 | Year 2 |
|--------------------------|-------------------|----------------|
| Variable Costs | £47,812.50 | £63,750 |
| Vehicle Expenses | £600 | £600 |
| Premises Expenses | £0 | £0 |
| Repairs and Renewals | £0 | £0 |
| Phone & Office | £420 | £420 |
| Advertising/Marketing | £50 | £50 |
| Insurance | £300 | £300 |
| Professional Fees | £200 | £200 |
| Loan Repayments | £0 | £0 |
| Drawings & NIC | £5,500 | £6,000 |
| Interest (10% yr. 2only) | | £7,132 |
| Total | £54,882.50 | £78,596 |

The revenue expenditure increases in yr. 2 by 10%. The reason for this level of increase is that it is assumed that material costs will increase directly in proportion to turnover, nominal yearly increases. Brooklyn and Callum hopes to increase drawings to £500pm in year 2. It is not planned to increase the tour prices for the first two years of trading.

6.4 Capital Expenditure

Not relevant

The appropriate financial statements will be completed – i.e. Profit and Accounts, Balance Sheets and Cash Flow Forecasts.

THE GOLDEN TOUR

As part of their practical assignment the N5 Tourism students from Potchefstroom Campus organised a tour: The Golden Tour.



They took the visitors from Northern Regional College, Karen McLeod, Anne McCallum and Holly Hume to the following places:

- Potchefstroom Campus – tour around the campus
- Old Prison / Youth Centre – learn about the old prison and how the prison is converted into a Youth Centre
- Tlokwe Brewery – tasting of African beer
- Old Cemetery
- Aganang FM the local radio station
- Tlokwe Memorial Park – learn about the history of Ikageng Location
- Devil’s Corner
- TMT Local Tavern / Restaurant – African cuisine will be served for tasting
- Mohadin Indian Community and Promosa – learn about the history of the communities
- North West University



NEW VENTURE CREATION - Business Plan for Golden Tours

The New Venture Creation Level 3 students from Klerksdorp Campus developed the following Business Plan for the Tourism N5 students from Potchefstroom Campus:



1. Contents Page

- 1.1 Executive summary
- 1.2 Description of Business
- 1.3 Marketing Plan
- 1.4 Management Plan
- 1.5 Financial Plan
- 1.6 Conclusion

1.1 Executive Summary

- We are a Tour Operating Business that offers tours to locals and foreigners in the Potchefstroom area.
- The tour business will be operated from the Tourism Department at the Vuselela TVET Campus in Potchefstroom.
- Our goal is to educate people on the history of Potchefstroom and show them the vibrant city and surround areas. We plan to expand the tours to other areas of North West province.
- The business will mainly be operated and run by the Tourism Students of Vuselela campus Potchefstroom.
- These students will have gained knowledge of how a tour operation function, and it will also be an advantage to students as they will gain valuable experience in their field of study.

1.2 Description of the Business

- We are responsible for entertaining, as well as educating, people who visit South Africa, and the North West specifically. We take our customers on special trips to important sites and interesting places in and around Potchefstroom.
- Our unique feature, is the fact that we are the only tour agency in Potchefstroom, with the specific routes that we offer. We will also customize the tour for customers, meaning we can include other areas of the North West province, like the Vredefort Dome, which is a world heritage site.
- We also offer the unique experience of opting to sleep, for one night, in an RDP house, in the Informal settlement called Ikageng. This will enable the visitors to experience the real life, culture and food of our people.
- We will list on Tourradar.com, Trip advisor and Safari.com. Thus you can easily access our site via any of their apps or websites. Customers get an e-mail after booking to confirm details, and also a reminder of the itinerary the day before the tour.
- We will also arrange to pick our clients up from Johannesburg airport, and any other area in Gauteng, at a minimal cost, and transport them to Potchefstroom.
- Our prices are very competitive, as we aim to keep costs low, whereby the visitors will mostly spend money at the various sites to buy art and craft or food.

- Prices will vary according to the size of the tour group. Our prices are affordable to locals and international visitors

| SWOT analysis: | |
|--|---|
| Strength <ul style="list-style-type: none"> • Price competitive • Unique tour agenda • Only tour operator in Potchefstroom • Students and lecturers have knowledge | Weakness <ul style="list-style-type: none"> • At the moment we do not have a vehicle that belongs only to Golden Tours • Getting enough capital to support start-up expenses • Currently we do not have students with driver's licence. |
| Opportunity <ul style="list-style-type: none"> • Trying to increase indirect employment in extra activities like dancers, restaurants etc. • Getting a separate tourism office build, and one room for conferences / meetings • Another route to the Vredefort Dome • Send students on Vehicle Driver Training to get their licences. | Threats <ul style="list-style-type: none"> • Increase of crime in the area can make people weary. • New competitor in the market • Insurance can become very expensive • Any changes in regulations regarding tour agencies |

1.3 Marketing Plan

The ultimate goal of all marketing is to generate sales. Thus, the four P's of marketing will help you to generate a Profit! Understanding that you must maximize sales and profit, is key for the development of this marketing plan.

- **Product:** We have done market research and we found that there is a gap in the market for this business, in this location. We will offer tours to foreigners and locals to historical sites and interesting places. Visitors will also have an option to have a sleep-over at a local RDP house, to experience the way that the locals live. They will also experience local food at local restaurants. Our next step is to also have an extra day tour to take visitors to the Vredefort Dome.
- **Place:** We will be located in Potchefstroom, and the tours will be in Potchefstroom and Ikageng, and also later moving towards the Vredefort Dome.
- Our **Prices** will be affordable to both locals and foreigners. We will not be charging for children under 2. And students get 20% discount.
- Local visitors will get a 10% discount when they show their South African Identification on the day of the tour.
- **Promotion:** We will do promotion on various media.
- As stated we will be listed on Tourradar.com, Trip advisor and Safari.com, these sites will draw visitors from overseas.
- Furthermore, we will draw overseas customers by making use of the people we have met from Northern Ireland, and ask their students to do marketing days whereby they can also market our tour agency.
- We are going to be VERY visible in Potchefstroom when the Aardklop Arts Festival is on. This festival draws about 180,000 local visitors. We will hand out flyers and do bookings on-line.
- We are going to place an advertisement in the local newspaper for the locals to become aware of our agency.

- Another way of getting clients, will be to advertise our business at the North West University. We will make the University aware of our business and we will also ask them to hand out flyers or business cards to the hundreds of visitors that comes to the University every year, handing out flyers and business cards entrance.
- We will leave flyers and business cards at all the hotels and B&B's.
- We believe that giving the students discounted rates, will help with word-of-mouth advertising.
- Our Target Market will be:
 - International visitors
 - Colleges
 - Schools
 - Potchefstroom University students and visitors
 - Visitors to the Aardklop festival
 - Local people from around South Africa.
- At this stage we will have the majority Market share, as we are the only tour agency in this area.
- We will arrange with local restaurants, photographers, B&B's, dancers and other entertainers, what will be expected from them and we will inform them of the rules that they must adhere to.
-

| Airport to City Transfer | 1-6 persons R1,000 | 7-10 persons R950 | |
|---------------------------------|-----------------------|-----------------------|------------------------|
| Full day Potch Ikageng Tour | 1-2 persons R1,000 | 3-6 persons R1,500 | 7-10 persons R2,500 |
| Sleepover | 1-2 persons R600 | 3-6 persons R1,300 | 7-10 persons R2,000 |
| Lunch at local restaurant | R200 per person | | |
| Extra 1 day Vredefort Dome Tour | 1-2 persons R1,600 | 3-6 persons R2,300 | 7-10 persons R3,100 |

1.4 Management Plan

- This business will be a venture of Vuselela TVET College.
- We will trade as Vuselela TVET College t/a Golden Tours.
- We will use the offices of the Tourism Department in the beginning, and we hope to move to a more suitable location in the near future.
- We will employ students from Vuselela Potchefstroom Campus's Tourism Department.
- The Person /s who will oversee the day to day running of this venture will be the Lecturer/s and HOD of the Tourism Department.
- The Lecturers, HOD and the Students will decide on the routes, the places of interest, houses that will serve as B&B's in the informal settlements and also decide on where to stop for food for their customers.

- The Marketing N6 students will be approached to design flyers, brochures, business cards and advertisements for the business. They will also be responsible for doing Market Research every year and inform us of the outcome.
- The Business Management N6 students will be involved in handling the finances of this business. They will be responsible for doing an After-Sales questionnaire with the clients after their tours.

1.5 Financial plan

Capital needed for the following:

(Please note that the vehicle will be the most expensive expense.)

| | |
|--|---|
| Initial Registration fees | +/- R5,500 |
| Initial Marketing (business cards/flyers/advertisements/sign on the vehicle) | +/- R 8,500 |
| 2 Computers and 2 printers | R10,600 |
| Teaching students to drive | R1,400 per student (driving school and tests) |
| Internet / Wi-Fi connection | R 1,300 |
| Vehicle (Mercedes Benz Sprinter) | +/- R700,000-R900,000 |
| First Aid Courses | R950 per course x 45 students |
| Uniforms for the operators | R1,500 per uniform x 45 students |
| TOTAL Initial Capital | R895 750 |

Average monthly expenditure:

| Expenses | Amount |
|--|---|
| One student driving lesson per month | R 800 |
| Wi-Fi p/m | R1,000 |
| Vehicle payment | R5,700 |
| First aid Courses (students p/m) | R950 |
| Insurance on Vehicle p/m | R850 |
| Insurance on transport of Tourists (p/m) | R2,000 |
| Petrol / diesel p/m | R2,500 |
| Total Ave Expenses p/a | R13,800 p/m x 12 = R165,600 p/a. |

Average monthly income:

5 tours ave @ R3,000 x 8 mnths = R120,000

2 tours ave @ R3,000 x 4 mnths = R24,000

8 tours ave @ R3,000 = R24,000

R168,000

Profit per month of R2,400 which can be given to students as incentives / trips

1.6 Conclusion

There is always a risk associated with any new business. However, since we have done proper market research, we know that a need really exist for this kind of business. We strongly believe that this business will be successful, as we are the only tour operator in Potchefstroom. Running this business will require hard work, good organising skills, personal involvement and planning, but we are confident that we have the necessary skills to succeed. We hope to get our vehicle sponsored / donated. We chose this vehicle, although it is very expensive, because it is a luxury vehicle with aircon and very comfortable seats, keeping in mind that our guests will spend a lot of time in this vehicle and we want to make it as comfortable as possible for them.

We also have the opportunity to expand our route to places like Parys, the Vredefort Dome, the Cradle of Human Kind, etc.

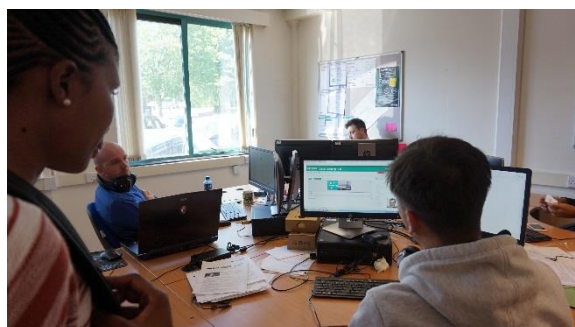


6.4 Study Visit No1 SA to UK 21-25 May 2018



During the first study visit Northern hosted Ruth Mokaleng, Tourism Studies lecturer Vuselela TVET College and Jose Nkoane, Business Studies lecturer Taletso TVET College. The five day visit was an opportunity to:

- *Meet Tourism and Business staff to discuss course content and structure*
- *Meet Tourism and Business students and share experiences between SA and NI.UK*
- *Tour college facilities (Ballymena, Coleraine, and Newtownabbey)*
- *See college/business partnerships/internships/placements at work (Galgorm Manor Resort and Spa)*
- *Learn from an employer perspective the Tourism and Business cross-over through a 'digital marketing masterclass' (Galgorm Manor Resort and Spa)*
- *Experience the Tourism Students 'Game of Thrones' bus tour*
- *Participate in a World Host workshop 'Service across Cultures'*
- *Meet support staff and learn about roles (Training Support Officer, Learner Support Officer)*
- *Visit our capital city of Belfast*



An outcome from the visit included the identification of two NQF level 3 assignments to be reviewed and implemented with an international dimension:

| | |
|------------------|--|
| Qualification | Pearson Level 3 Travel and Tourism |
| Assignment title | “Gearing it Up for Golf Tourism “ |
| Units covered | Unit 6: Preparing for Employment in Travel and Tourism |
| Learning aims | Learning Outcome 3 – Be able to prepare application for employment in the travel and tourism sector. |
| Assessor | Karen McLeod |

| | |
|------------------|---|
| Qualification | BTEC Extended National Diploma in Business |
| Assignment title | Assignment 3 |
| Units covered | Unit 36: Starting a Small Business |
| Learning aims | Learning Outcome 3: Know the legal and financial aspects that will affect the start-up of the business Learning Outcome 4: Be able to produce an outline business start-up proposal. |
| Assessor | Anne McCallum |

Actions:

- Forward video of Game of Thrones tour to contact in Vuselela and Taletso
- Agree dates for visit 2 (NRC to VC) 13-17 August 2018 inclusive
- Agree content for Visit 2 to include delivery of Welcome Host programme for 15 SA students
- Disseminate LEP/ISP combined



International Skills Partnerships are co-funded with support from the British Council through the Skills for Employability fund

6.5 Study Visit No2 UK to SA 13-17 August 2018

During the second study visit Vuselela and Taletso Colleges hosted Karen McLeod, Tourism Studies lecturer, Anne McCallum Business Studies lecturer and Holly Hume Tourism student, Northern Regional College. The five day visit was an opportunity to:

- *Meet The Management Team to discuss the project and share experiences*
- *Meet Tourism and Business leadership, staff and students to discuss ISP assignments course content and structure*
- *Tour facilities (Vuselela Potchefstroom and Taletso Mafikeng Campus)*
- *See college/business partnerships/internships/placements at work*
- *Experience the Tourism Students tour to Ikageng to see local conditions*
- *See presentation of New Venture Creation module*
- *Deliver a World Host Ambassador workshop for 15 tourism students*
- *Visit Klerksdorp Museum and Bona Bona Game Lodge*



An outcome from the visit included the identification of two Level 3 assignments to be reviewed and implemented with an international dimension:

| | |
|--|--|
| Adri Opperman Klerksdorp campus | L3 NCV Business Studies Practical – New Venture Creation Ass SO1 – Design an Action Plan for a new venture |
| Ruth Mokaleng Potchefstroom campus | National Certificate N4 Tourism Practical 3 – Customer Service and Entrepreneurial skills Ass SO1 – Establish a Tourism Business |



Actions:

Agree dates for visit 3 (VC and TC to NRC)
02-07 Dec 2018 August 2018

Agree content for Visit 3 to include delivery of
Welcome Host programme for SA visitors

Disseminate LEP/ISP combined



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6.6 Study Visit No 3 SA to UK 03-07 Dec 2018



During the third study visit Northern hosted Ms Adri Terre Blanche Opperman (Tourism Lecturer Vuselela TVET College), Mr Mooketsi Ntaoleng Dinake (Business Studies lecturer Taletso TVET College) and Ms Tshireletso Palesa Matlawe (Tourism student). The five day visit was an opportunity to:

- *Meet Tourism and Business staff to discuss course content and structure*
- *Meet Tourism and Business students and share experiences*
- *Tour college facilities (Ballymena, Coleraine, and Newtownabbey)*
- *See college/business partnerships/internships/placements at work (Galgorm Manor Resort and Spa, Galgorm, Portstewart and Royal Portrush Golf Clubs)*
- *Learn from an employer perspective about business opportunities through a Tourism Golf Academy (Galgorm Manor Resort and Spa, Belfast International Airport, Portstewart and Royal Portrush Golf Clubs)*
- *Participate in a World Host workshop 'Service across Cultures'*
- *Explore the North Antrim Coast and cultural visit to Giant's Causeway*
- *Visit our capital city of Belfast*



This was the first time a SA student travelled to Northern Ireland, UK as part of an ISP. The value of this life changing experience cannot be underestimated. The Golf Tourism Academy staff and students were presented with a real-world perspective on job/employment opportunities by four industry leaders and ISP advanced partners:

- Graham Keddie - CEO Belfast International Airport
- Deborah Harris - Marketing Manager Belfast International Airport
- Richard McGowan - Project Manager: Galgorm Centre of Excellence & Staff Wellbeing

- Victoria Brown - Marketing Manager Galgorm Manor hotel

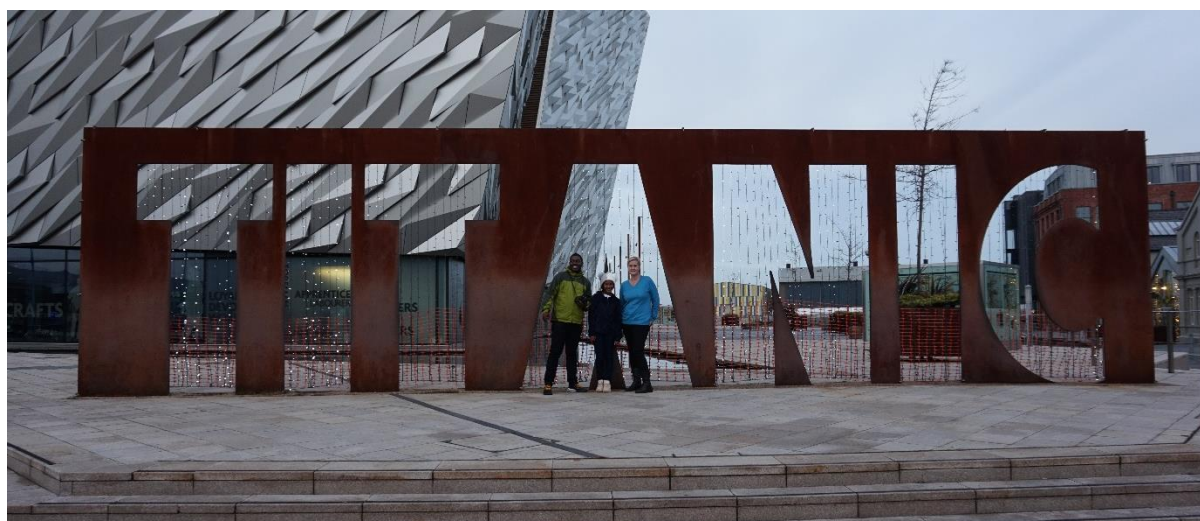


All participants achieved a World Host Qualification “Becoming A Customer Service Professional- across Cultures” and students complete a CV and professional interview as part of their qualification assignment. Following on students provided international visitors with a tour of the north

Antrim coastline taking in local hospitality for lunch and visiting the World Heritage site Giant’s Causeway whereby they put their World Host knowledge into practice.

Actions:

- Close out Golf Tourism Business Plans
- Agree dates for dissemination event
- Agree to collaborate on ISP project report



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6.7 Taletso TVET College combined Tourism and Business Studies assignment brief

Background

You have plans to start a business after completing your NCV L4 Certificate in Business Studies. Your business idea is to start a Tour guide business. After a lengthy discussion with your uncle who is a successful entrepreneur, he has agreed to fund your start-up venture on condition that you draft a viable business plan.

Description of the task

Draft a viable business plan for a tour guide business.

Instructions of the task

Prepare a Business Plan which will provide information on your business idea using the relevant criteria listed below:

- | | |
|--|------|
| 1. Executive summary | (10) |
| 2. Business description | (10) |
| 3. Market analysis | (10) |
| 4. Competitive analysis | (10) |
| 5. Description and management organization | (10) |
| 6. Products and services | (10) |
| 7. Marketing plan | (10) |
| 8. Sales strategies | (10) |
| 9. Funding requirements | (10) |
| 10. Financial projections | (20) |

Further marks will be given for:

- Completed survey questionnaires
- Layout of the business plan
- Realistic business information is included
- The use of colour with creative text, image and slogan (10)

TOTAL MARKS 120

ASSESSMENT TOOL

The checklist below will be used to mark your work.

| | CHECKLIST | SECTION MARK | TOTAL POSSIBLE MARKS | STUDENT MARK |
|----------|--|--------------|----------------------|--------------|
| | Task description The student must draft a business plan for a Tour Guide business | | | |
| 1 | Executive summary <ul style="list-style-type: none">• Summary of all activities | | 10 | |
| 2 | Business description <ul style="list-style-type: none">• Vision, mission and objectives• Goals and values• Location | 3 4 3 | 10 | |

| | | | | |
|--------------------|---|------------------|------------|--|
| 3 | Market analysis <ul style="list-style-type: none"> • Industry information • Market share information • Surveys | 3 3 4 | 10 | |
| 4 | Competitive analysis <ul style="list-style-type: none"> • Competitors • Competitive advantage | 5 5 | 10 | |
| 5 | Description and management organization <ul style="list-style-type: none"> • Organogram • Management roles | 6 4 | 10 | |
| 6 | Products and services <ul style="list-style-type: none"> • Detail of products/services • Day-to-day activities of business | 5 5 | 10 | |
| 7 | Marketing plan <ul style="list-style-type: none"> • Marketing mix • Budget | 5 5 | 10 | |
| 8 | Sales strategies <ul style="list-style-type: none"> • Customer service • Increasing target market | 6 4 | 10 | |
| 9 | Funding requirements <ul style="list-style-type: none"> • Start-up costs • Equipment and machinery • Funding options | 4 3 3 | 10 | |
| 10 | Financial projections <ul style="list-style-type: none"> • Sales forecasts for three years (Income Statement) • Cash flow statement | 10 10 | 20 | |
| 11 | Evidence provided <ul style="list-style-type: none"> • Completed survey questionnaires • Layout of the business plan • Realistic business information is included • The use of colour with creative text, image and slogan | 3 2 3 2 | 10 | |
| TOTAL MARKS | | | 120 | |
| | | | % | |