

Reflections on an evolving approach to curriculum development¹

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This chapter focuses on three case studies of curriculum development projects that exemplify the evolving approach to curriculum development taken by Progress South Central, the Lifelong Learning Network (LLN) for Berkshire, Buckinghamshire, Oxfordshire and Surrey. This is set in the context of the LLN's overall curriculum development activity and of relevant government directives regarding curriculum development.

Government directives regarding curriculum development

The need for more relevant and work-related curriculum and for greater involvement of employers in qualification design was set out in World Class Skills (DIUS, 2007) as crucial to meeting the ambitious targets set in the Leitch Review of Skills (HM Treasury, 2006) regarding qualification levels of the UK workforce by 2020. A core principle of World Class Skills, and of the earlier Leitch Review, was that vocational qualifications should reflect the skills needs of employers which, it was argued, would entail a radical shift in the pattern of provision towards those colleges and providers that seize the opportunities to serve learners and employers in new ways (DIUS, 2007: 19).

The Government's 2009 *Skills for Growth* White Paper expressed the desire 'to build new bridges between the workplace and higher learning' (BIS, 2009a: 2) and set a new target of three-quarters of people participating in higher education (HE) or completing an advanced apprenticeship or equivalent technician level course by the age of 30, a target that puts increasing emphasis on the need to train people in advanced vocational skills at Levels 3 and 4, alongside continuing to expand HE. The vision for a future employment and skills system set out in the UK Commission for Employment and Skills' *Towards Ambition 2020* envisaged a system in which 'the content of learning and qualifications is shaped by the relevant sector, and up-to-date with emerging industry needs; whilst choice in provision is aligned to local labour market needs' (UKCES, 2009:13). *Higher Ambitions*, the Government's 2009 framework for the future success of HE, argued that an increase in vocationally-based foundation degrees and in work-based study is essential to attracting a greater diversity of students into HE and achieving the target of 50% participation: 'the next phase of expansion in higher education will hinge on providing opportunities for different types of people to study in a wider range of ways than in the past. The focus will therefore be on a greater diversity of models of learning: part-time, work-based, foundation degrees, and studying whilst at home.' (BIS, 2009b: 9).

Lifelong Learning Networks, with their core focus on improving progression opportunities for vocational learners into and through HE, have been well placed to fund projects that respond directly to the above agenda, which has been reiterated in HEFCE's Strategic Plan 2006-11.

Overview of curriculum development work by Lifelong Learning Networks

Due to the diversity of LLN setups and reporting mechanisms, it is difficult to get a systematic overview of the range of curriculum development work funded by LLNs. All LLNs are required to submit an annual monitoring return to HEFCE, which forces reporting in a systematic format. However, at the time of writing only one out of the 30 LLNs (West

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Yorkshire LLN) has their 2009 monitoring return accessible from their website.² A brief survey of those LLNs that do make summaries of their curriculum development work available on their websites³ reveals that Foundation degrees are the most significant area of development, with 59% of projects in this area. Table 1 presents a summary overview.

Table 1: summary of curriculum development projects from a selection of LLNs

TYPE OF PROVISION	NUMBER OF PROJECTS	% OF TOTAL
Foundation degrees	110	59%
Honours degrees/top-ups	20	11%
Bridging courses (includes Access courses)	12	6%
Taster programmes/summer schools	4	2%
HND/HNC	6	3%
Bespoke provision in Health and Social Care	8	4%
Postgraduate provision	5	3%
Other	20	11%
TOTAL	185	100%

Currently, 45 out of the 183 projects listed (25%) on the LLN National Forum's repository of LLN research⁴ can be classified as relating to the development of provision.⁵ This is interestingly consonant with the proportion of allocated HEFCE funding that has been reported as having been spent in this area.

HEFCE (2010) report that curriculum development was the most significant area of expenditure by LLNs in the 2008-09 academic year, with £5.6 million – around 20% of total allocated HEFCE funding – spent by LLNs in this area (an average of around £200,000 per LLN). 1150 new or modified curriculum developments were reported by LLNs to HEFCE for 2008-09, an increase of around 400 on the 2007-08 return. According to HEFCE (2010), a number of LLNs have reported that they view curriculum development as the area of LLN activity with the most opportunity for sustainability, due to it being relatively more straightforward to embed than other areas of LLN activity.

Overview of curriculum development work by Progress South Central

Progress South Central's first year saw a big emphasis on foundation degree (FD) development, with the LLN seen as a source of funding by colleges for areas where possible course demand was perceived. Development of FDs brings together curriculum development with employer engagement, and has been an important means for the LLN of engaging with employers. In some cases the LLN had been able to help institutions engage with the necessary professional bodies – this was particularly the case in Construction where CIOB (Chartered Institute of Building) registration is essential for any new provision

² Searched 29 April 2010.

³ A search revealed accessible information from only 8 of the 30 LLNs.

⁴ www.lifelonglearningnetworks.org.uk/research-evaluation/projects

⁵ This list of research projects does not equate directly with individual curriculum developed by LLNs; it depends on whether or not an LLN has chosen to write up a curriculum development project as a research report for the National Forum.

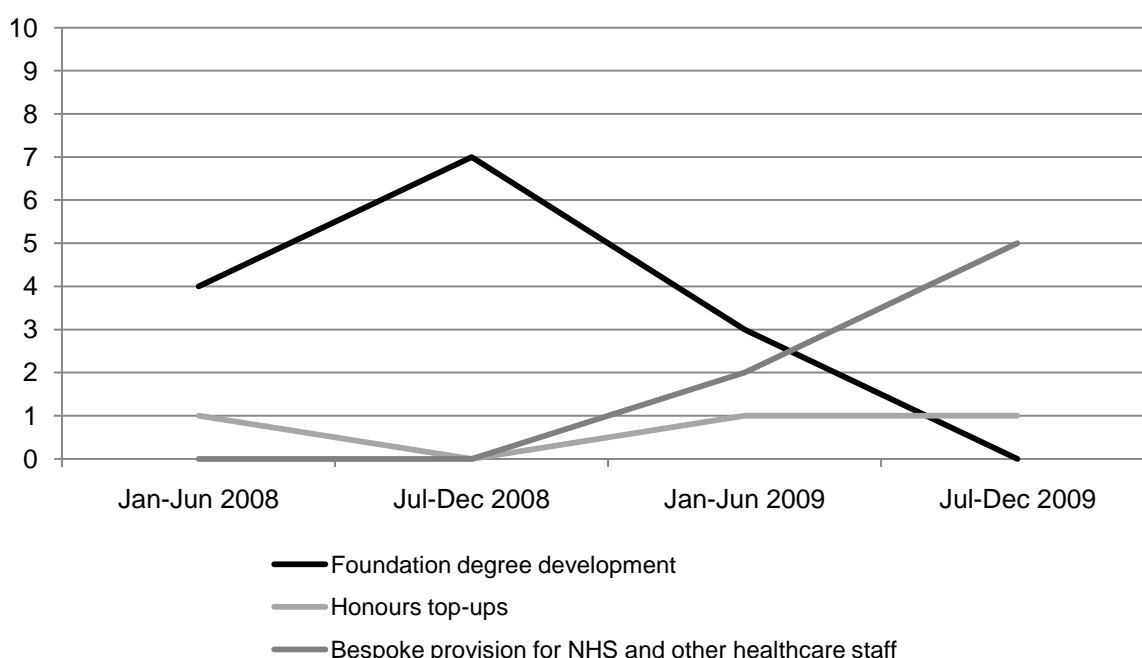
developed. In Year 2 and beyond, there has been a trend towards becoming more involved in small-scale Continuing Professional Development (CPD) provision tailored to those in the workplace.

A summary of Progress South Central's curriculum development projects by type of provision can be seen in Table 2. Figure 2 shows the timeline of projects in the first three categories, plotted by the date the funding agreement was signed. In response to perceived needs and trends, an early focus on FDs has evolved into diversifying, for example into Honours top-ups and latterly into bespoke CPD modules, notably for NHS staff.

Table 2: summary of Progress South Central curriculum development projects⁶

TYPE OF PROVISION	NUMBER OF PROJECTS
Foundation degree development	15
BA/BSc Hons top-ups	3
Bespoke provision for NHS and other healthcare staff	7
Other bespoke provision for learners in the workplace	3
Other (including 14-19 Diploma provision)	3
TOTAL PROJECTS	31

Figure 1: project types by timeline



⁶ NB curriculum development has here been fairly tightly defined. Studies e.g. identifying gaps in provision have not necessarily been classed as curriculum development.

The three case studies discussed in the remainder of this chapter exemplify these three types of provision. The first is a FD developed at a partner FE college as part of a wider redesign and rebranding of their HE provision in the performing arts. The second is a BSc (Hons) top-up developed at a partner university to form a dedicated progression route for students studying animal management programmes at FD and HND level. The third is the development of an accredited award for mental health support workers within a local NHS Trust. The three case studies are taken from across three of Progress South Central's four funded vocational sectors: Creative industries, Land-based industries and Health and Social Care respectively.

Case study 1: FD in musical theatre

A FD in Musical Theatre was developed and delivered by the School of Higher Education Performing Arts at Amersham & Wycombe College and validated by Bucks New University. Developmental activity took place from September 2007 to April 2008 and the new FD was validated in June 2008.

The development of this new FD (formerly the HND Performing Arts: Musical Theatre) came about as a result of the reworking of Level 4/5 provision at the College and specifically the replacement of HNDs with FDs. The three HND courses previously offered all required reworking to take into consideration changes both in educational practice and in the evolving employment world. The development of a specific FD in Musical Theatre stemmed from Musical Theatre's position as the strongest market of recruitment in the School. The School's Level 6 provision was simultaneously redeveloped as a BA (Hons) Musical Theatre, forming a natural progression route from the FD.

The wider refocusing of the School's Performing Arts provision stemmed from a need to address falling numbers on some courses and, in the case of Musical Theatre in particular, from the need to develop a more vocational training ground for hopeful future performers. Extensive consultation across the industry took place to ensure that the new programme would meet this criterion. The philosophy behind the new course development was to deliver relevant industry-focused training in a practical vocational area that would allow students to enter the profession (opportunities permitting) at the end of their studies, while at the same time allowing them to develop sufficient academic knowledge and skill to progress to Honours degree study should they so desire.

Progress South Central's funding of this FD development (and also of the new FD in Acting for New Media, developed in parallel) followed discussions between the LLN and Amersham & Wycombe College and a subsequent invitation to the College to submit a project proposal. The deal was brokered by Progress South Central's Development Manager (Creative Industries) who was proactively engaging with the College's HE Coordinator; here, as in the other two case studies in this paper, the role of a dedicated LLN resource was pivotal in bringing people together.

The rationale for Progress South Central's decision to fund this curriculum development was a desire to support employer engagement and the reworking of curriculum based on employer needs. The provision of funding was an opportunity to ensure that the subsequent development would avoid simply rebranding the HND as a FD without thorough refocusing and employer consultation.

The move to FD provision in itself reflected a recognition of the need for increased focus on employer requirements. Employability was noted by the QAA (2004) as a key aspect in FD programmes. This new course addressed HEFCE priorities in terms of programmes

designed or delivered in conjunction with employers and in terms of having work placement or work simulation opportunities as an intrinsic part of the course. The development of the programme was informed by contributions from a large number of industry professionals, although there are issues within the performing arts industry with regard to willingness to comment on specific aspects of courses. Additionally, owing to the audition-based nature of the work, major employers in the industry will not be drawn on what they seek from a performer. However, major union bodies and employers consulted during development commented that experience was the major factor in hiring a young performer and noted that they were impressed by the quality of the performance opportunities available to students on the new FD.

The standards expressed within QAA (2007) closely informed the programme's development. At the same time, there was a recognition that in this creative field, academic standards alone often do not reflect employer expectations of a graduate. Because of this, the project team endeavoured where possible to find out employers' expectations in terms of skills and experience so that appropriate experience could be incorporated into the FD. A specific example was the inclusion of the opportunity for students on the programme to work with live musicians in a longer run of a show – something not directly linked to QAA expectations, but intrinsic to the success of graduates in the modern workplace.

Seventeen industry professionals made contributions that informed the development of the FD. Represented were, among others, the Independent Theatre Commission, the National Film & Television School, Equity, the Society of London Theatre and the Theatrical Management Association, as well as several notable individuals in the musical theatre world. Initial ideas of employers to approach were collated through the project manager's own industry contacts, with subsequent suggestions from both the staff team and other professionals once the research was underway. Approaches were usually made as an initial email request followed up by phone conversations and face-to-face interviews.

One challenge for the project team centred around the whole question of a new qualification in an area that relies on an audition system that is by definition hugely competitive. Several companies questioned the rationale for their being involved in the project on the grounds that there are already more than enough sufficiently skilled performers to meet their needs and that 'we don't need to help make more'. However, this viewpoint is called into question by a report recently published by Creative & Cultural Skills (2010), which claims that the performing arts sector is facing both skills shortages and skills gaps.

A bigger challenge in developing and validating the course was employers being prepared to speak 'on the record'. Many industry professionals were wary of committing themselves directly to recommendations made about courses for fear of endorsement. However, the organisations in question, once happy their views would not be quoted in public, were very interested in being involved in the course content and aims and the team encountered a wide range of support for and interest in the course.

With regard to successfully engaging employers in the performing arts industry, it is felt that guaranteeing discretion is the most effective way to open channels of communication and ensure buy-in. Some companies and individuals are passionate about training and developing the next generation, but are wary of conversations being turned into quotes on brochures or endorsements for courses. Having a course writer with an in-depth understanding of the industry helped to open more doors, as there is a tendency for employers to expect a college or university lecturer who has no experience of the 'real world' and this can adversely affect the tone of the subsequent meeting. The system adopted by the project manager of sending a one-page outline to a contact prior to meeting also proved very successful, as it provided a focus and helped give clear direction to the subsequent meeting.

Twenty five students enrolled as part of the new FD's first cohort in 2008-09, all of whom progressed to their second year in 2009-10 with two additional students transferring internally onto the course from other courses at Amersham & Wycombe College. Around five of the cohort were internal progressions from within the College, from for example the Level 3 National Diploma in Performing Arts, while the majority of the cohort entered the FD from outside the College. The BA (Hons) Musical Theatre is the expected progression route for those students who wish to progress further, although the BA is also expected to attract external applicants.

Case study 2: BSc Animal biology and conservation

A BSc (Hons) in Animal Biology and Conservation was developed and delivered by Oxford Brookes University. This project aimed to develop a specialist progression route for students completing Level 4/5 provision in animal management subjects that would include content on the latest legislative protocols in conservation practices. It also undertook to engage with employers to research career prospects and to raise awareness of the Honours year programme. The programme has, at the time of writing, been successfully validated and marketing of the new provision is underway.

Top-up awards provide a bridge between a student's previous study of a FD or equivalent and an honours degree. The existence of a recognised progression pathway to a full degree award was one of the conditions attached to the recognition and validation of a Foundation degree (QAA, 2004).

The development of this Honours top-up was based on a recognition by Oxford Brookes University of the need for a specialist top-up route for the FD in Animal Behaviour and Welfare offered by one of their associate colleges, Abingdon & Witney College, and one that would be more attractive to students than the existing BSc (Hons) Biology. Research into the existing relevant BSc provision in the region suggested that the creation of a top-up route in Animal Biology and Conservation should offer a distinct top-up year for students interested in applying their knowledge and practical skills to wildlife conservation. The new provision would also respond to the increasing recent emphasis on monitoring and managing faunal biodiversity, through legislation including the Habitat and Species Directive. The new top-up route was also intended, in conjunction with the FD in Animal Behaviour and Welfare, to address the skills gap of people qualified to handle endangered species.

Much of the 'legwork' in terms of brokering discussions and progressing the project was undertaken by Progress South Central's HE/FE Liaison Officer based at Oxford Brookes University. The role of the Liaison Officer has been critical in progressing development ideas and shows the advantage of having a dedicated resource 'on the ground'.

The project team at Oxford Brookes identified their existing employer contacts and were also able to make use of Abingdon & Witney College's contacts. Telephone interviews were undertaken with employers to identify desired potential subject areas for the top-up year. The project manager first explained to the interviewee the units undertaken in the FD, before asking employers which subject areas they would regard as useful to incorporate in the top-up year. She also enquired as to how often employees handled animals as part of their daily duties and analysed job descriptions within the sector. It had been hoped that an open day for employers might be organised in order to have a round table discussion about course content, but this was not feasible within the timeframe of the project.

Telephone interviews with employers in the wildlife conservation sector revealed concerns that the pool of individuals with the skills and knowledge required to work as professional conservationists has diminished in recent years, particularly due to a reduction in field skills. This has been identified as a problem by non-governmental organisations such as Conservation Trusts, the RSPB, Defra, the Environment Agency, the British Ecological Society and the private sector including wildlife parks. Many organisations have lobbied funding and educational bodies on the importance of fieldwork and evidence has been submitted to the House of Commons Select Committee on Science Technology.

The interviews also revealed generally low levels of understanding of FD among employers and a tendency to want to employ BSc students with volunteer experience, or even Masters students, rather than FD students. However, the project team were able to suggest that students taking the FD followed by a top-up to BSc had the potential to be better prepared for work than students coming straight from a three year BSc, as this route would involve professional experience that 'regular' BSc students have traditionally had to gain through voluntary work. The two features of this route that were most liked by employers were the inclusion of training in survey and licensing skills and the inclusion of a large molecular component. A clear market was identified for students with knowledge and experience in animal care and handling within wildlife conservation.

Additionally, interviews were held with the course leader and some students on the FdSc Animal Behaviour and Welfare at Abingdon & Witney College, and with staff at Solihull College regarding the progression interests of students on Solihull's HND in Animal Management.

Some potential for future review of FD content was identified during the course of developing the top-up Honours year, particularly around statistical analysis for research projects.

The mapping of the modules of the FD in Animal Behaviour and Welfare was straightforward. An attempt to map other FD was less accurate as it was done from module names and course descriptions on institutions' websites. Most of the FDs considered could access the third (i.e. top-up) year of the BSc with some prescription on which 'advanced' modules would need to be taken to get the best result on the 'Honours' modules.

In terms of recommendations, the following can be identified:

- The timescale for programme development meant that the project development funding period was over the summer, which resulted in the project manager being unable to contract a student with a specialist research interest to carry out a survey of employers. This might have allowed the project to have a wider scope in terms of the number of employers surveyed.
- The project manager felt that using a survey form might have been more efficient and systematic both in terms of the number of employers who could have been approached and in terms of (in theory) obtaining comparable information from each employer. However, this needs to be balanced against the advantages of the less structured approach in terms of being able to tailor questions to particular employers.
- The project team felt that a forum meeting of employers with a round table discussion would have been ideal, although this proved impractical to organise within the timeframe of the project.

The new BSc went through the validation process in November 2009 and its first year of delivery will be the academic year 2010-11. So far, six applications have been received from FD students studying at Abingdon & Witney College.

Case study 3: New award for NHS staff bands 2, 3 and 4

New curriculum was developed and validated to form part of a new academic award pathway for mental health support workers within Berkshire Healthcare NHS Foundation Trust. The curriculum was developed by the Trust in collaboration with Thames Valley University (TVU) and was funded by Progress South Central.

An Introductory Award at Level 2, Certificate at Level 2 and Diploma at Level 3 was developed and accredited with OCN Credit4Learning. The provision for Bands 2 and 3 support workers, comprising the Introductory Award for new starters at these bands (to be undertaken following their NHS Corporate Induction) and the Level 2 Certificate, has just been launched at the time of writing. The award for the Band 4 role is still in development but is likely to be a FD with the option of a further year to convert to a full degree.

The resulting accredited award will allow achievement of the required competences for support workers at Bands 2, 3 and 4 based on four identified themes. The aim is for the new award to be offered to all support workers and to provide career progression within the Trust. This provision forms part of an innovative tailor-made programme, the Aspire programme (**A** support worker programme instilling values, realising potential, embedding good practice).

The impetus for the new award stemmed from a concern within the Trust that the existing NVQs were not meeting the learning needs of its mental health workers. Research carried out by the Trust revealed that there was no clear career pathway enabling progression through the bands, and also revealed a limited number of Band 4 support workers. Existing 'off the shelf' packages, such as the NVQ in Health and Social Care, were viewed as not meeting the requirements of the Trust and staff. Specific problems included a lack of mental health content, a lack of assessors and the requirement to demonstrate evidence of competence without incorporating sufficient learning. There was also a need for provision to incorporate some learning of key skills and knowledge at the start of employment, in order to embed good practice and to incorporate work-based learning to ensure that skills and knowledge learnt could be put into practice.

The objectives of the new provision were to deliver key learning at the beginning of employment, to include a work-based learning element and to be a flexible award, with the overarching objective of enabling support workers to be competent and confident in their roles.

The new curriculum was developed and written by the Trust in partnership with Thames Valley University, and the award was aimed at mental health support workers on NHS Bands 2, 3 and 4. The new award was intended to be an employer-led bespoke package to be offered to all support workers that would allow achievement of the required competences for Bands 2, 3 and 4 and would provide career progression within the Trust.

The earlier part of this project was funded by Skills for Health, the Sector Skills Council for the UK health sector. Progress South Central then signed an agreement with the Trust to fund the development, writing and validation of the necessary new curriculum. A meeting at an event between the Trust's Project Lead and the LLN's then-Health and Social Care representative led to follow-up contact by Progress South Central's Development Manager (Health and Social Care), who progressed and managed Progress South Central's

involvement in the project. There was some helpful liaison with West London Lifelong Learning Network, who sat on a steering group during the Skills for Health-funded stage of the project (TVU is a partner institution of West London LLN).

An added impetus for involvement in this project was the opportunity of engaging with Thames Valley University, which is not formally part of Progress South Central's partnership of institutions but nonetheless does serve the needs of students in the LLN's area. The opportunity to work with TVU on provision that would benefit local work-based learners was welcomed.

In addition to funding the writing of the curriculum, Progress South Central also funded a follow-on project to develop workbooks to meet the required learning outcomes of the Introductory Award Level 2.

This provision was an employer-led bespoke package. Unlike the provision discussed in case studies 1 and 2, it was designed specifically for those in the workplace. The innovative approach taken by Berkshire Healthcare NHS Foundation Trust attracted Skills for Health funding in the first instance and the Trust has been made a Skills for Health Demonstration Site.

During the development of the award pathway, workforce data was analysed and interviews and focus groups held with Trust staff. These revealed a wide variation in the scope of support worker roles and associated levels of responsibility. Tasks and duties of the roles at each band were mapped against the National Occupational Standards and job descriptions produced. The subsequent writing of the curriculum was undertaken by TVU with input from staff within the Trust. Some of the learning in the Aspire programme will be delivered externally but the programme is also making use of expertise from within the Trust, with the development of a 'bank' of internal trainers to deliver the programme.

The development of this new provision stemmed directly from an employer-identified gap. Clear and targeted benefits were apparent. The project presented the opportunity to develop a workforce development strategy for support workers within the Trust. This included the creation of clear and consistent job descriptions which define the bands more clearly, ensuring all staff are working within their band and also enabling performance criteria to be set. Progression routes for bands 2, 3 and 4 have been identified and supported by the development of this award, giving the Trust clear direction for future workforce development for this group of staff. The benefits for the Trust of the award pathway for support workers will include the improvement in standards and in recruitment and retention that should result from the provision of targeted training and education from the start of employment.

The project team identified a number of key lessons learnt. The presence of a dedicated project lead had ensured sustained momentum. There was a need to continually review the project group membership and to bring in extra members when required. Bringing in as many stakeholders as possible and using their expertise had worked well, but had proved hard work and in future there would be a need to accept that people would be variably more or less committed depending on their other work pressures. The project lead noted that the presence of an executive sponsor on the Steering Group would have made it easier to drive through the proposed changes.

Two general lessons were learnt regarding partnership working: one being the need to understand partners' reasons for being involved in the project and their expectations and to ensure they are involved in all steps of the project, and a second being the need to build in realistic timescales given the tendency for things to take longer than expected.

One challenge moving forward is around identifying a sustainable source of funding to support learners on the Aspire programme longer-term.

The pilot of the Introductory Award and the Level 2 Certificate has just been launched at the time of writing and the intention is to have 15 Trust staff enrolled on each. Robust evaluation of the award is planned to measure the impact and return on investment.

Potential for the Aspire programme being 'sold' to other NHS Trusts may be investigated once the Berkshire pilot is complete and a cohort of staff have successfully completed the programme. Initial presentations to the other mental health Trusts within the NHS South Central region have been received positively.

Setting this project in the wider context of bespoke provision for learners in the workplace, this type of provision is likely to become increasingly relevant, particularly given the proposals set out during 2009 in *Higher Ambitions* and *Skills for Growth* (see section 2.1). BIS (2009c: 98) notes that many older students, who might in principle be well disposed to tackling a HE-level programme, require flexible learning provision to fit in around their personal and work commitments. Targets for participation in further learning, especially HE, by the existing adult workforce are likely to be heavily reliant on the existence of provision of this type.

Conclusions

Progress South Central's approach to funding curriculum development has been both proactive and reactive as the need has arisen. FDs were recognised early on as potential progression routes for vocational students and were widely promoted by fdf (formerly Foundation Degree Forward). At the start of Progress South Central's funding period, there was growing support for FDs as a qualification and evident interest among Progress South Central's partner colleges in developing them. Opportunities for development funding were welcomed by the LLN's partners and FDs were subsequently identified as a priority for bids in Progress South Central's first round of development funding (First Steps Fund Phase 1) in early 2008. Two years on, the expectation is that those partners who are interested in FDs are familiar with what they are and have the in-house expertise to develop them effectively.

Funding from the LLN for Honours top-ups built on the initial focus on FDs – students on FDs in the region needed appropriate progression routes to Honours degrees. Although the existence of a progression pathway to a full degree award was a condition attached to the recognition and validation of a FD (QAA, 2004), it was not clear 'on the ground' that this had always been thought through in terms of ensuring that those progression routes available were appropriate for FD graduates.

The LLN's recent increased focusing on bespoke CPD for work-based learners is consonant with the emerging agenda for higher level skills for those in the workplace. It is also a response to the current economic recession given the emphasis on upskilling and on part-time and mature learners. There were clear local drivers in the Health and Social Care sector and particularly in local NHS Trusts, and Progress South Central were fortunate in having enthusiastic and committed partners keen to collaborate on projects. The LLN's second round of First Steps Fund funding in 2009 identified as a priority for bids the development of accessible progression opportunities and routes through models, programmes and packages of HE-level CPD. The role of Progress South Central's Development Manager (Health and Social Care) has been critical in brokering collaboration and for ensuring that momentum is sustained.

Although HEFCE (2010) reports that a number of LLNs have connected all curriculum development to additional student numbers (ASNs), Progress South Central has not done this, partly because, as one of the youngest LLNs, Progress South Central suffered from the cap on ASNs imposed by HEFCE for 2009-10 and 2010-11. However, Progress South Central had already diversified into types of provision not dependent on institutional numbers. One beneficial outcome has been to focus curriculum development funding on provision for learners in the workplace, a target group in terms of the acknowledged need for upskilling of the adult workforce. Given the brake on publicly-funded expansion in HE signalled by *Higher Ambitions*, and the suggestion that the future financial burden will have to be shared by employers, this evolving approach to curriculum development by the LLN represents a refocusing in line with national drivers.

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