



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Fframwaith Arfer Proffesiynol

Professional Practice Framework

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

www.uwtsd.ac.uk



CROESO I FODIWL ASTUDIAETH ANNIBYNNOL

WELCOME TO THE INDEPENDENT STUDY MODULE



Tiwtoriaid / Tutors

Sarah Loxdale – s.loxdale@uwtsd.ac.uk

Lowri Harris – l.m.harris@uwtsd.ac.uk

Cyflwyniadau / Introductions



Initial concerns / thoughts / questions?



Agenda

- **Module descriptor and timelines**
- **Assessment**
 - **Component 1 – Portfolio of 3 elements**
 - **Element 1: Annotated CV**
 - **Element 2: Annotated JD**
 - **Element 3: Rationale**
- **Support**

Module, Credits, Word Counts, Assessment



Independent Study module (Level 4)

AIM(S)

- To enable learners to independently study the current knowledge in a topic that has particular relevance to their workplace practice and their personal development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

Independent Study module

Overall Word Counts					
Module Code	Level	Credit Value	Component 1: Portfolio (50%)	Component 2: Written Assignment (50%)	
BMPF4013	4	30	3 elements	2,250	

Timelines

Module Code	Level	Credit Value	Number of months to complete
BMPF4013	4	30	4 months



Independent Study module: Assessment

Independent Study module: Assessment

- **Component 1: Portfolio**
 - **Element 1**
 - **CV (Annotated)**
 - **Element 2**
 - **Job Description (Annotated)**
 - **Element 3**
 - **Rationale for study including a SWOT analysis**
- **Component 2 : Written Assignment**
 - **Suggested title -**
 - “An analysis of [Chosen Topic] and its impact on my professional practice”
 - **Suggested chosen topic**
 - Management / Leadership
 - Team building
 - Communication
 - Motivating team members
 - Project Management

A magnifying glass with a black frame is positioned over a white document. The lens is centered on the title 'CURRICULUM VITAE' and the personal information section. The background is a soft, out-of-focus blue.

CURRICULUM VITAE

Name: John Samson
DOB: 28.10.68

Position: Manager

Experience

Throughout a long career in Business management, I have achieved a number of significant achievements within a fast moving environment. I have a good commercial approach to solving problems and a strong ability to lead and motivate a team.

Discuss in groups:

- Define a CV
- What elements should be included in a professional CV?



Elements:

- Personal details
- Academic Qualifications
- Personal / extra-curricular Achievements
- Awards / Honours
- Publications
- Membership of official bodies
- Work / work experience and other commitments
- Activities / Hobbies
- Skills
- Courses / conferences attended
- Chronological – date

Other considerations

Language use:

- Using active, positive words

- Concise Verbs

- No adjectives

- Grammar and Spelling

Accuracy:

- Information

CREATIVE

CURRICULUM VITAE

Your Name

Profession
City, State

your.name@example.com
111-222-3333
www.your-website.com

SUMMARY

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

WORK EXPERIENCE

Job Title
Company Name, Location
Jan 2013 - Dec 2013
Facilium id quidem est, inquam. Sin kakan malitiam dixisses, ad aliud nos unum certum vitium consuetudo Latina traduceret.

- Hoc sic expositum dissimile est superiori. Haec mihi videtur delicatior, ut ita dicam, molliorque ratio, quam virtutis vis gravitasque postulat.
- Et quidem iure fortasse, sed tamen non gravissimum est testimonium multitudinis. Haec quo modo convenient, non sane intellego.
- Nam bonum ex quo appellatum sit, nescio, praepositum ex eo credo, quod praeponeatur aliis.

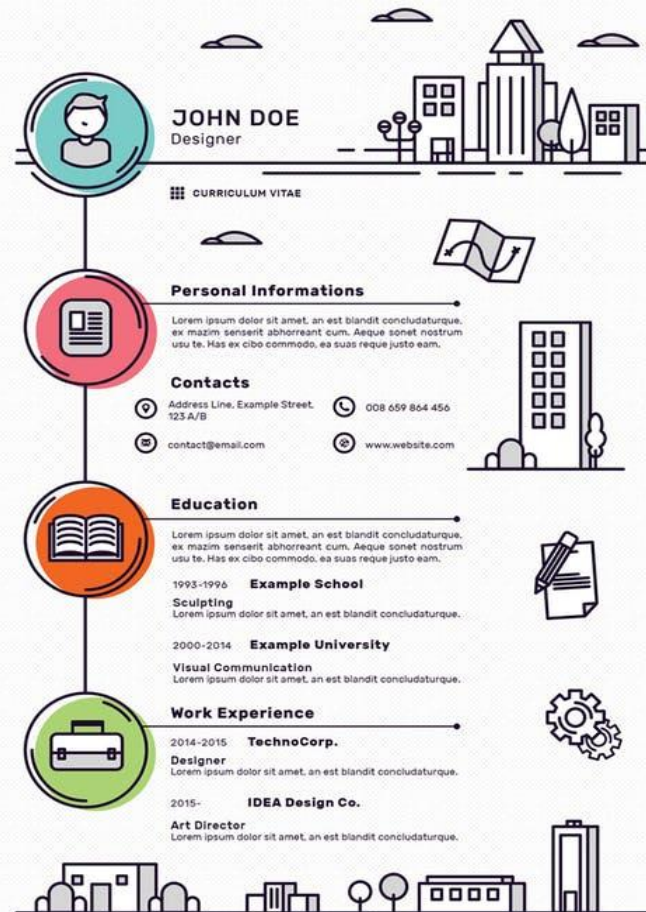
EDUCATION

Degree
School Name, Location
2013 - 2013

ADDITIONAL INFORMATION

Quod si ita se habeat, non possit beatam praestare vitam sapientia. Illa videmus, quae a te de amicitia dicta sunt.

- Duo enim genera quae erant, fecit tria. Immo alio genere. Numquam facies. Claudii libidini, qui tum erat summo ne imperio, dederetur.
- Qui enim voluptatem ipsam contemnerunt, is licet dicere se acupenserem maenae non antepone.





JOB DESCRIPTIONS

Consider your own job description

- A real job description aligned with the area you are developing.
- A mapping exercise comparing your current skills (from CV/skills audit) to the requirements of the JD.
- A short annotation for each area of responsibility, providing examples of work-based activity.
- 1 x Reflective paragraph analysing gaps and how the study plan will help close them.



RATIONAL E

Rationale

(Approx. 800–1,000 words / or equivalent)

What it could include:

- Identification of a specific area of professional practice you would like research (e.g., leadership/management basics, safeguarding, digital skills, inclusive practice, communication, behaviour management, motivating team members).
- A self-assessment of current skills (e.g., SWOT, skills audit).
- Clear learning goals and outcomes for the study programme.
- A planned sequence of learning activities (courses, shadowing, reading, mentoring, online CPD).
- Timescales and resources needed.



SWOT Analysis



Discussion - What are your ideas?

WHERE DO I....

S₁ T₁ A₁ R₁ T₁ ?

Think about your topic....

- Think of something that you are currently working on in your workplace.
- Avoid additional stress from choosing something outside of your role in work...
- Will it add value to you and your career?

Your Support Resources

- **Your Individual Project Tutor**
- **The Moodle page**
- **Your induction slides**

Library InfoSkills

Finding and Using Information

Progress: 0 / 14

Referencing

Progress: 0 / 7

Copyright

Progress: 0 / 2

Researchers

Progress: 0 / 2

Referencing and Artificial Intelligence

Guidance on
use of AI can be
found under
**Referencing
Handbooks.**



Referencing handbooks

Referencing correctly is an essential skill. When writing an assignment, you will be expected to acknowledge other people's work by referencing them in a recognized and consistent format. Access UWTSD referencing handbooks [here](#).



RefWorks

RefWorks is an online research management, writing and collaboration tool, designed to help researchers easily gather, manage, store and share all types of information, as well as generate citations and bibliographies.

You can use Generative AI for:

Research

- You can use AI (like ChatGPT) to help you **gather information, analyse data, or summarize academic sources.**
- **Example:** “Summarise recent studies on AI ethics in education.”

Structure

- You can ask AI to help you **plan or organise** your essay/report.
- **Example:** “Help me outline an argument about the impact of AI on student assessment.”

Proofreading

- You can use AI to **check grammar, spelling, and syntax.**
- **Example:** “Check this paragraph for grammatical errors.”

You cannot use Generative AI for:

Writing

You cannot ask AI to generate original text that you directly submit as your own work.

- **Example (not allowed):** “Write the introduction for my essay.”

Rephrasing

- You cannot ask AI to rewrite or paraphrase your own text.
- **Example (not allowed):** “Can you rephrase this paragraph to sound more academic?”

Creative materials

- You cannot use AI to create images, videos, or other creative outputs for submission.

Programming

- Not applicable in your case (N/A).

Documentation requirement

You must:

- Keep drafts and notes from before and after AI use.
- Include these in your appendices to show proper and ethical use of AI.

Practical session:
Develop your CV - 4hrs

Diolch / Thank you