

Professional Practice Framework, Institute of Management & Health

Guidance notes for learners making an application (using form PL3b) to the UWTSD's Recognition and Accreditation of Prior Learning and Accreditation Board for **General Credit**.



John Dewey image (Source: vita-learn.org/wp-content/uploads/2020/06/john-dewey-quote-2.jpg)

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GUIDANCE NOTES FOR CLAIMS RELATING TO GENERAL CREDIT

Steps for Question 3 on PL3b form	Further guidance / examples
Step 1: Formal introduction (I am applying to the University of Wales Trinity Saint David in respect of a claim for X credits at Level X for the experiential learning acquired whilst undertaking my role as XXX). A short paragraph introducing the claim for experiential learning and how you acquired the learning	<u>Example</u> I am applying to the University of Wales Trinity Saint David in respect of a claim for 60 credits at Level 7 for the experiential learning acquired whilst undertaking my role as XXX. Learning Area: Strategic Leadership. (60 credits at Level 7). I have evidenced my learning within the following <i>Learning Outcomes</i> (PLEASE SEE APPENDICES FOR MORE EXAMPLES OF LEARNING OUTCOMES): 1. <i>Strategic Communication: Effectively communicate as a strategic leader within serious and complex safeguarding arenas.</i> 2. <i>Strategic Decision Making: Critically analyse, apply and evaluate the use of strategic decision-making skills across a variety of work-based situations.</i> 3. <i>Leading Change at Strategic Level: Critically analyse, apply and evaluate leadership styles and change management theory to lead change at strategic level.</i>
For additional resources to assist you in completing a PL3b application please access the Moodle page 'PL3b Recognition of Prior Experiential Learning' Course: PL3b Recognition of Prior Experiential Learning (uwtsd.ac.uk) 	I have experienced significant personal and professional development within the <i>Strategic Leadership</i> arena during the last five years. As such, I have chosen to evidence my development by reflecting upon, critically analysing, and evaluating the extensive '<i>learning journey</i>' that I have been on during the last five years. Undertaking the Recognition and Accreditation of Prior Learning (RAL) module has been a highly valuable learning process in itself, as it has allowed me to reflect deeply upon, and fully understand my progression, identifying new areas of learning, as well as unearthing learning that I had either not given myself credit for, or that I had overlooked.

Step 2:

Identify and list a set of learning outcomes that will help identify the learning that is being critically analysed. The outcomes will also assist you in structuring your claim. Remember to consider level appropriate learning outcomes (Bloom's Taxonomy and SEEC Level Descriptors are useful resources).

[SEEC-Descriptors_Update-May-2021.pdf](#)

[Blooms Taxonomy - Best.pdf \(utica.edu\)](#)

[Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf \(quincycollege.edu\)](#)

**Guidance**

Learning outcomes illustrate what you have learned in a sentence or two; they should be clear and concise. Please ensure that you use measurable words identified within Bloom's Taxonomy.

When developing a learning outcome consider that your statement will start with 'As a result of learning undertaken in the workplace, I am now able to'

Examples

As a result of learning undertaken in the workplace, I am now able to plan, design and develop a marketing plan.

Guidance

When making a claim for general or specific credit it is important to remember that 1 credit point is equivalent to 10 notional hours of study.

In order to illustrate this in your application you may want to add a timeline so that it is easy for the marker to identify where the hours of experiential learning have 'generally' been acquired. Please note that you are not required to present an hourly breakdown of where the learning has been acquired.

Example

A 40 credit PL3b claim equates to 400 hours of experiential learning.

Step 3:

Critically analyse and reflect upon the learning that has been acquired for each learning outcome. This should be a fairly extensive breakdown of the knowledge, skills and abilities you are claiming credit for. You may want to explore wider implications and examine how this learning can be used in other settings, e.g., managing conflict can be used at work, at home and also in any voluntary organisation you work with.

List any relevant training or professional development courses attended in the last five years.

Take the opportunity to identify a range of appropriate academic theory that supports your piece and draw on a range of evidence that can be added as an appendix to your claim.

Remember to avoid writing descriptively, adopting a reflective model may help in structuring the response to each learning outcome. Where appropriate, specify the timeframe for your learning, e.g. I started the project in January 2019, and it concluded in May 2019, during that time I was focussing 60% of my time on developing my project management skills.

When considering the period under analysis please consider that as a general rule you can critically analyse the last 5 years of your career. However, for subject specific claims this period may be extended. Your PL3b tutor will be able to advise you accordingly.

It is important for all PL3b claims to demonstrate a learner's competency to write reflectively and an ability to critically analyse work-based practice resulting in the identification of experiential learning.

This video will provide you with an introduction to reflective writing - [Reflective Writing - YouTube](#)



It is consistently identified as best practice if a reflective model is used to structure this element of the PL3b application. This ensures that you avoid presenting your narrative descriptively.

Examples include -

Kolb's Learning Cycle (1984)



Gibbs Model of Reflection (1988)



Here is some further guidance on the Gibbs model. The questions from the PDF have been copied below for ease of reference:

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

- Set the scene and explain the context of your learning
 - Think of a specific incident / critical incident / a situation where you felt you learned a lot from the experience.
 - This is where you need to provide sufficient information in order for the reader to understand the context.
 - What happened?
 - When and where did it happen?
 - Who was present?
 - What did you and the other people do?
 - What was the outcome of the situation?
 - Why were you there?
 - What did you want to happen?

	• How did you feel about this experience? ○ Were you developing existing knowledge? Was this something new that involved extensive learning? ○ What were you feeling during the situation? ○ What were you feeling before and after the situation? ○ What do you think other people were feeling about the situation? ○ What do you think other people feel about the situation now? ○ What were you thinking during the situation? ○ What do you think about the situation now? • Was this a positive or negative experience? ○ What was good and bad about the experience? ○ What went well? ○ What didn't go so well? ○ What did you and other people contribute to the situation (positively or negatively)? • What have you learnt from this experience? ○ What did I learn from this situation? ○ What would you do differently if you were in the same or similar situation in the future? ○ What went well and what would you do the same in the same or similar situation again? ○ Why did things go well? ○ Why didn't it go well? ○ What sense can I make of the situation? • How does this experience relate to relevant academic theories or models? ○ What knowledge – my own or others (for example academic literature) can help me understand the situation? • How have you developed your practice, having gone through this experience? ○ What skills do I need to develop for me to handle a situation like this better? ○ What else could I have done? • What is your experience of your newly found working practice?
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Step 4:

Within Section 3.1 of the claim, list and reference the supporting evidence in your portfolio. This will normally consist of:

- a detailed CV;
- a job description;
- a portfolio of learning experience that demonstrates the level of learning against the relevant learning outcomes and modules within the programme of study;
- this completed PL3b Form outlining the details of the claim and including a supporting statement from the Academic Mentor.

Guidance

It is expected that you include the following

- CV
- Job Description

Evidence can include a range of items such as: -

- Certification
- Testimonials
- Appraisal documentation
- Training Needs Analysis
- Business Report
- Marketing strategy
- Annual reports
- Financial forecasts/plans
- Case studies
- Articles/Journals
- Recordings
- Coaching logs
- Observation

When referring to evidence within section 3 of your PL3b form remember to apply a coding system so that the reader can easily link the narrative with the evidence.

Example

'From reflecting on my Curriculum Vitae (Appendix 1) and annotated Job Description (Appendix 2) I am able to identify the development I have undertaken within this area'.

Step 5: Include a witness testimony from an employer or appropriate alternative that specifically acknowledges the learning you are making your claim for.	<u>Guidance</u> It is essential that you obtain a witness testimony to support your PL3b claim. The testimonial needs to be presented on headed paper or alternatively an original copy of the email should be included. <u>Guidance for testimonial statements:</u> • Confirm the job role and range of responsibilities. • Please comment fully on the learner's development over the duration of the period. • Reflect on information provided by the learner in section 3.1 of the claim. • Confirm that the identified evidence is from the workplace. • Please include the following statement: ○ I confirm that this learner has achieved an appropriate level of professional practice. • Testimonial statements must be signed and dated. If the testimonial is being sent by email it must be sent directly to the PL3b tutor.
Checklist	Have you..... • Been specific in identifying the experiential learning you have acquired? • Included evidence to triangulate your claim? • Made reference to a range of academic models and theories and adopted the Harvard Referencing guide? • Included a reference list? Listed items alphabetically? • Included a statement of support/testimonial from your employer? • Included your CV and job description.

Appendices

Appendix 1 – Learning Outcomes examples

Examples of Learning Area titles and Learning outcomes (Level 7)

Level 7 45 credits	Police and Crime Commissioner – Election and Appointment
	Create and evaluate a transition process for the introduction of a new Police and Crime Commissioner.
	Research, plan and manage the election process for the Police and Crime Commissioner.
	Develop, implement and review a Leadership and Management Strategy for the transition process.
Level 7 60 credits	Managing Technological Receipt and Despatch Strategy
	Plan and Co-ordinate the implementation of a new IT despatching programmer across 4 despatch areas on two different plants.
	Manage, Evaluate and Analysis the new IT System Transactions to ensure they are “Fit for Purpose” and Business Suitable.
	Design, Review and Execute a training package suitable for business operators to ensure successful use of the IT system.
	Co-ordinate the business readiness review process for Receipt and Despatch Work stream in conjunction with key business stake holders.
Level 7 40 credits	Leading Strategic Change- Review of Community Support Officer Provision
	Critically evaluate the role of the Community Support Officer (CSO) within XXX Police force.
	Design and recommend a framework for changing the role of the CSO within Gwent Police.
	Implement and critically evaluate the changes.
Level 7 45 credits	Leadership
	Plan, implement and review a stakeholder management communication strategy.
	Research, develop and implement a new procedure.
	Design, deliver and review training package/awareness raising campaign for staff across a range of organisations.
Level 7 45 credits	Development of a collaborative business relationship between the health and housing sectors

	Initiate and establish a collaborative partnership between the health and housing sectors.
	Plan, design and develop a strategic and operational plan for the joint delivery of services.
	Manage and evaluate the process including conflict management.
Level 7 60 credits	Strategic Project Management
	Research, devise and implement an audience development strategy for the formal education sector.
	Plan, design, implement and evaluate a programme of new and innovative events and learning resources for learning and interpretation in line with organisational values and audience needs.
	Research and identify key stakeholders and initiate and develop partnerships with other creative and cultural organisations.
Level 7 60 credits	Project Management
	Research and design a digitally enhanced curriculum by overcoming dilemmas and seeking ways forward in problematic situations.
	Critically analyse and implement a range of tools, technologies and techniques to oversee barriers of engagement.
	Develop and critically evaluate a range of models and theories to overcome challenges and develop opportunities.
	Review and evaluate the effectiveness of the delivery of the Digital Literacy curriculum.
Level 7 45 credits	Effective use of programme management techniques to deliver a strategic regional transport programme
	Develop and critically evaluate a range of appropriate programme management tools to deliver a strategic transport programme
	Implement the programme management techniques to successfully deliver a strategic transport programme to time and budget
	Monitor and analyse the effectiveness of programme management techniques in light of programme constraints such as funding rules and re-design to ensure a successful outcome
	Manage, engage with and coordinate input from key stakeholders
Level 7 60 credits	Develop and implement Occupational health surveillance program to comply with National Occupational Health and Safety legislation

	Critically analyse national occupational health policies, identify and apply procedures throughout department.
	Monitor and investigate staff non-compliance with company Occupational Health procedures and guidance.
	Review job roles and working practices in accordance with Occupational Health surveillance results and implement appropriate changes.
	Negotiate, plan and implement a business training programme for Occupational Health that prioritises between risk factors.
	Plan and implement company Occupational Health Audit to identify company health surveillance position including gap analysis and dissemination of results.
	Design, plan, deliver and evaluate a range of bespoke health and safety teaching sessions, which are level appropriate and address specific business needs.
Level 7 60 Credits	Increasing Organisational effectiveness through situational leadership
	Manage, monitor and review staff effectiveness by implementing a range of management systems
	Evaluate a range of leadership skills in order to impact and influence colleagues
	Implement, review and manage information exchange and communication processes and measure effectiveness.
	Identify and adopt appropriate situational leadership styles when communicating and negotiating complex issues with senior managers.
Level 7 60 Credits	Influence development and effectiveness of work teams and employees through personal development, practice and application in teaching, assessing, coaching and mentoring
	Analyse, evaluate and implement the key role and responsibilities of a tutor in a teaching environment to promote an effective learning experience.
	Plan, identify and implement appropriate assessment strategies in order to improve learning and development.

	Identify and apply a range of appropriate coaching and mentoring techniques that enable colleagues to improve their level of performance.
Level 7 60 credits	Strategic Leadership
	Strategic Communication: Effectively communicate as a strategic leader within serious and complex criminal investigation and safeguarding arenas.
	Strategic Decision Making: Critically analyse, apply, and evaluate the use of strategic decision-making skills across a variety of work-based situations.
	Leading Change at Strategic Level: Critically analyse, apply and evaluate leadership styles and change management theory to lead change at strategic level.
Level 7 60 credits	Strategic Leadership
	Plan and co-ordinate the business case development and implementation of the XXX Service element of an all-Wales Major Trauma Network.
	Develop and implement training modules (e-learning/face to face) and a range of guidance/tools to support decision making for major trauma patients and implement a governance programme to monitor, inform clinical practice changes, manage risks and issue and ensure quality standards.
	Critically analyse and review current, relevant legislation, policies, procedures, and codes of practice and guidelines in relation to emergency response.
	Develop and implement a strategy in response to changing situations or information through a strategic partnership.
Level 7 45 credits	Implementing a Data Gathering Strategy
	Critically analyse the data collection process currently used
	Develop a data information gathering system to meet the needs of the organisation
	Communicate and implement the process across the organisation
	Evaluate the process and make further recommendations for change
Level 7 60 credits	Managing Change through production critical contract service renewal
	Research, critically analyse and implement an appropriate change management process for managing the transition of new contract providers

	Establish and manage effective communication channels in order to ensure the efficiency of all operational areas.
	Evaluate the effectiveness of the new production critical contracts and developing an appropriate management style
	Establishing an effective monitoring process and adopting an appropriate management style.
Level 7 60 credits	Developing, implementing and sustaining a stock taking process improvement project within a Manufacturing organisation
	Implement, manage and lead a project team focused on delivering business objectives and cost savings
	Research and critically analyse a range of project implementation processes, internally used throughout the business and more widely in an external context.
	Identify and use a variety of tools and techniques to critically evaluate key performance indicators (KPI's), measures of effectiveness and demonstrable business benefits
	Review and evaluate engagement, communication and implementation strategies and propose recommendations
Level 7 60 credits	Strategic principles of a quality management system
	Research quality management system requirements and relevance to all levels within the organisation
	Analyse, evaluate and review strategic change
	Critically analyse how business strategy aligns to key principles of a quality management system
	Critically evaluate how organisational culture impacts on the success or failure of a quality management system
Level 7 60 credits	Critically review and implement a new process for production critical contract service renewal
	Critically evaluate the effectiveness of existing production service contracts through stakeholder engagement
	Analyse services to maximise synergies across production service contracts through effective communication.
	Refine and review a process to allow greater innovation through collaborative working

	Develop and apply influencing and negotiation skills in order to maximise benefits
Level 7 45 credits	Leadership in Public Services
	Initiate and establish a collaborative partnership between the health and housing sectors.
	Plan, design and develop a strategic and operational plan for the joint delivery of services.
	Manage and evaluate the process including conflict management.
Level 7 45 credits	Consultation and implementation of new Child Sexual Exploitation procedure.
	Plan, implement and review a stakeholder management communication strategy
	Research, develop and implement a new procedure
	Design, deliver and review a training package/awareness raising campaign for staff across a range of organisations.
Level 7 60 credits	Strategic Development of a Performance Management Framework
	Research, synthesise and communicate performance and financial management data and their associated policies and procedures to aid service managers in effectively managing resources.
	Evaluate and critically analyse existing performance management arrangements within the organisation that focuses on service delivery.
	Plan, design and manage the implementation an effective performance management framework within the department.
	Review and evaluate the new performance management framework across the organisation.
Level 7 60 credits	Strategic change of curriculum
	Research and critically analyse current and new curriculum requirements in Wales.
	Plan, design and implement an appropriate programme of study for the new humanities curriculum.
	Develop and present a range of Professional Development resources for non-specialist teaching staff that enables the successful delivery of a new humanities curriculum.
	Critically evaluate the effectiveness of the curriculum change in line with school and national policies.
Level 7 60 credits	Effectively manage the transition process of pupils from primary to secondary education
	Research and evaluate the current transition process.

	Install a project management ethos to plan and coordinate effective transition opportunities for pupils and parents.
	Manage and communicate effectively with multiple stakeholders who are involved with the transition process.
Level 7 60 credits	Strategic leadership of Collaborative educational programmes
	Plan, develop and design an All-Wales Clinical Induction Programme.
	Examine and enhance my communication skills by collaborating with stakeholders internally and externally to the organisation.
	Review and effectively utilise a range of management skills to successfully manage a team to deliver the All-Wales Clinical Induction programme.
Level 4 50 credits	Implementing Change / Change Management
	Facilitate and manage efficient and productive daily operational meetings
	Lead my team through the change transformation process.
	Effectively manage and diffuse situations of conflict.
	Plan and implement a development training programme for new staff.
Level 5 60 credits	Develop a teaching style that addresses individual learning needs.
	Design an assessment process that engages pupils in order to gain an accurate identification of learner needs.
	Research and analyse appropriate theory to develop bespoke resources.
	Recognize and use different teaching styles to ensure all learners' needs are met.
	Negotiate and agree targets with pupils that meet the national literacy and numeracy benchmark.
Level 5 60 credits	Raising literacy standards.
	Design and negotiate an alternative literacy programme for children with learning difficulties.
	Develop and implement classroom resources that recognise levels of ability and provide appropriate challenge to learners.

	Review and evaluate bespoke provision to ensure student success and progression.
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Appendix 2 – Example PL3b form – section 3

3. DETAILS OF EXPERIENTIAL LEARNING FOR WHICH CREDIT IS CLAIMED			
Total number and level of credits of experiential learning claimed (e.g., 120 credits at Level 4 and 60 credits at Level 5):		RAL Module successfully completed (please tick):	
Total fee payable (at £5 per credit claimed):		Confirm payment has been made (please tick):	
<i>TO BE COMPLETED BY THE APPLICANT</i> (this text box is expandable) I wish to claim academic credits at Level 7 for learning that has taken place through undertaking the Professional Practice – Recognition of Accreditation of learning (RAL) module I have evidenced my learning in the following key areas - Learning Area 1: Developing, implementing and sustaining a stock taking process improvement project within a Manufacturing organisation (60 credits) 1) Implement, manage and lead a project team focused on delivering business objectives and cost savings 2) Research and critically analyse a range of project implementation processes, internally used throughout the business and more widely in an external context. 3) Identify and use a variety of tools and techniques to critically evaluate key performance indicators (KPI's), measures of effectiveness and demonstrable business benefits 4) Review and evaluate engagement, communication and implementation strategies and propose recommendations Working at a strategic level, I led a project team over a period of 6 months, initially in addition to my day to day role and responsibilities. As the project grew and gained traction it			

was necessary to be seconded full time. This was due to the level of urgency and priority being increased as the organisation was financially constrained. My learning centres on implementing a new stock take process, identifying significant cost savings and creating agile ways of working that impacted directly on 124 employees, and several cross functional departments within the business.

Learning acquired – Summary

Stock taking procedures have been embedded as ‘untouched’ business as usual activities for a considerable length of time. Perceived as a straightforward, counting and administration task with minimal understanding I learnt about the complexities that surround the procedure, the cost associated with getting it wrong and huge financial savings to be gained. I went on to develop a qualification specifically for stock taking and I trained and was assessed in the same way as the 124 Steel mill Operators and in doing so developed a different approach to task focusing on physical operations and a change in mindset and behaviour.

1) Implement, manage and lead a project team focused on delivering business objectives and cost savings

Through use of a business scorecard, and PDCA reviews (plan, do, check, act) I learnt a series of problem identification techniques to form a picture as to where the process was ‘out of control’ and picked apart current ways of working, to identify gaps, lack of knowledge, skills, awareness and for those involved in the process importance of the direct impact they can make at an individual level.

I learnt how to lead a large team in an area of the business I was not as familiar with which raised challenges with team building, teamwork, building trust, transparency and engagement. I used Tuckman’s model not only as a basis for forming my project team but also in developing teamwork with everyone involved in the complete process.

I reflected on coaches, mentors, successful and unsuccessful project leadership styles I had witnessed both internally in the business and more widely with external consultants and reflected on what made that difference. I used those examples to model my own project style, develop how I wanted to manage, how I would interact, identify key deliverables, team objectives and ways to measure project success and delivery. I learnt how to develop key performance indicator metrics and grew confidence in presenting team progress to senior stakeholders.

Importantly I asked the project team and wider group to set personal objectives for me as a measure of my own performance, leadership style and my key learnings and learning from events in the form of 360-degree feedback.

Using learning preference styles (VARK, Fleming) I developed engagement and onboarding work shops where Mill Operators (process owners) were able to physically map out current ‘as is’ processes and re-build ‘to be’ ways of working which not only helped them reflect, challenge and talk about the ‘learning by doing’ that they had acquired but it forced the process of ‘unlearning’ and challenging their beliefs on why we do what we do – and the enlightenment of personal ownership that they could drive the change. I learnt how to manage conflict, encourage constructive criticism and allow for some inherent dissatisfaction in our ways of working to be drawn out and put on the table for healthy debate. I learnt how to balance business need at a strategic level in terms of improving the bottom line but also in terms of putting the people who it affects in charge of that change.

I learnt about the process itself, the culture, mentality and how I needed to be non-judgmental and objective. How to identify individuals who wanted to make a difference and embrace progress. I recognised how this method of interaction hadn't been done before, traditionally process changes had been driven from top down with limited consultation or ability for the teams that are affected to take accountability, ownership and personal investment in getting it right.

My learning was acquired through real life example underpinned by theories regarding Team Development (Tuckman), Leading Change (Kotter), Onboarding Models (Bauer and Erdogan) Behavioural and Motivation, team roles (Belbin) Organisational Pride (Gouthier and Rhein) and Hierarchy of Needs (Maslow). Learning by Doing (Dewey), Experiential learning (Kolb), Project management (Koskela and Howell), Six Sigma principles (Smith), Motivation at work (Hertzberg), Transactional Analysis (Berne), Comfort Zone to Performance management (White),

Evidence to support

Annotated job description

PDCA

CV

Skills Profile

Witness testimony – Production Manager

Spend v's predicted savings – comparison

Team questionnaires

Project plans

Workshop presentation pack

Evidence to support

Women in Industry – Automotive and Supply change management

Six Sigma certificate – Green belt

Witness testimony – Project Manager

Witness testimony – Six Sigma Mentor

5 WHY approach

Difference it made to me:

Working at this level was daunting and at times really made me question my own abilities, learning and leadership style. I have grown in confidence, with a realisation that not everyone works with the same pace, or motivators and that when a project is time bound it's easy to manage the team as one, as opposed to individual's needs. From a project management, team dynamic perspective I would try and handle that differently next time as on reflection I recognise I tended to go with the majority when it came to decision making, leaning towards those in the team who mirrored my level of drive and commitment to task.

2) Research and critically analyse a range of project implementation processes, internally used throughout the business and more widely in an external context.

I learnt a new project tracking skill referred to as DMAIC (define, measure, analyse, improve and control) I had not used this model or theory in a real-life context before and realised that was the reason why I would be approaching this particular project differently. I also reflected on support available from my Six Sigma mentor, who provided a sounding board for advice and allowed my confidence and self-belief to grow. I reflected on my personality type, and how my enthusiasm is high at early stages and then drifts, and how for this piece of work I needed to remain focused myself. This was a period of self-reflection for me in terms of wanting to get the mechanics of the project right but also in ensuring I was role-modelling the right behaviours for my team. I learnt about how I work, what motivates me and how I needed to manage the scale and size of the project, to avoid using my early placed enthusiasm to take on too much, create a monster and not meet delivery and budgetary restrictions. I learnt to identify what was in and out of scope, something I had not been able to do previously by staying realistic, setting parameters adhering to timelines and weighting key tasks with a point system – to drive decision making and levels of prioritisation.

My learning was acquired through real life example underpinned by theories regarding Personality types (Myers Briggs)

Evidence to support

Point system activity – prioritising workload

Six Sigma DMAIC approach

Difference it made to me:

I was able to apply experiential learning and use textbook techniques in context. This helped me digest and articulate things I had learnt, and I could pass knowledge on to my team within a recognised framework that would last after the project had devolved. The skills I acquired would also help me with future projects.

3) Identify and use a variety of tools and techniques to critically evaluate key performance indicators (KPI's), measures of effectiveness and demonstrable business benefits

I developed a problem statement, a business case and expanded my knowledge by carrying out several benchmarking activities, something that I hadn't done previously. I referred to experts within the business and the principles within Six Sigma. I used a process referred to as a Gemba walk

(Actual place) and a SWOT analysis to help guide me and the team. I reflected on Automotive Customers and car manufacturing plants I have worked with throughout my career, and in particular lean manufacturing and continuous improvement principles. I had learnt the basic principles of an activity referred to as 'Kaizen' a Japanese word meaning gradual / orderly. This project lent itself to this experiential way of working and I implemented the business tool which identified several best practices that could be embedded.

I went on to expand my knowledge of the cost of poor quality and learnt how to collate quantitative data to support operational requirements and produce a training needs analysis, I was conscious that people would be the key requirement for this project to be successful and struggled with the best approach to take to reflect the changes I was seeing in terms of mindset and behaviour.

My learning was acquired through real life example underpinned by theories regarding: SWOT analysis, Kaizen framework (Cost of poor quality (Deming institute), Team Development (Tuckman)

Evidence to support

Gemba walk

Kaizen

Cost of Poor Quality

Training needs analysis

Witness testimony – Coach

Difference it made to me:

I learnt how to structure my workload, to draw on experiences and apply academic frameworks to test those theories. I learnt I work best when engaged with others and that the key to success was that early-stage involvement with the team. I learnt that people want to share when given the right environment to do so and the need to be open minded.

4) Review and evaluate engagement, communication and implementation strategies and propose recommendations

I learnt how to implement a PDCA review cycle to ensure everyone was aligned and broke the project down into manageable process steps, process threat and process protection to allow the procedure to come to life, to be fixed for the future, digestible and visual. I re-focused on how on I learn and how individuals learn and prefer information to be transferred. I learnt how to develop a competence framework, which not only demonstrated the new processes that the teams and I had created but also allowed a tangible qualification. I reflected on my own TAQA qualification (Training assessment and quality assurance) and how I could use that learning to develop what competent looked like, how gaps are identified and closed. I reflected on previous experience working on the Essential skills programme for the business and was mindful that assessments needed to reflect numeracy, literacy, equality and diversity requirements. I also re-visited reward and recognition, how I like to feel rewarded and what inspires me and identified team members who had contributed and become 'Subject Matter experts' in the process.

My learning acquired through real life example underpinned by theories regarding Tuckman, four stages of learning (Maslow), Dangers of complacency (Marcus, Forbes), Learning by doing (Dewey)

Evidence to support

Assessment of Competence

Essential Skills Wales (toolkit)

Stocktaking new procedure

Human Factors Analysis and Classification system (HCFAS)

Difference it made

Stock take results

Difference it made to me:

I learnt about the importance of celebrating the project successes, displaying visually for everyone involved to see the progress they were making, and the balance between negative and positive information. I learnt to use a RAG (Red, Amber, Green) status report via my Six Sigma training to temperature check where we were making progress or lagging and to allocate my resources accordingly.

Learning Area 2: My learning area centres on my personal journey to understanding how the strategic principles of a quality management system work in practice (60 credits)

- 1) Research quality management system requirements and relevance to all levels within the organisation
- 2) Analyse, evaluate and review strategic change
- 3) Critically analyse how business strategy aligns to key principles of a quality management system
- 4) Critically evaluate how organisational culture impacts on the success or failure of a quality management system

Learning acquired – Summary

My second learning areas focuses on how I embedded a Quality management framework. Through experiential learning I was able to understand not just the compliance, mechanics and workings of the system but its relevance and alignment to business strategy and processes. And in turn, how it translated, cascaded and was made digestible at a shop floor level.

- 1) Research quality management system requirements and relevance to all levels within the organisation*

I learnt about the strict parameters and guidelines needed for the business to operate and supply goods and services in accordance with ISO accreditation. I reflected on my learning preferences after undertaking an eLearning module relating to the subject, which was not conducive to how I learn, preferring to shadow business experts in the field instead. I was coached for several weeks. I learnt about proactive methods for evaluating how and where a process might fail, the relevant impact of abnormal operating conditions containment and protecting our customer from those failures. I was expected to continually demonstrate my understanding of the subject and needed to produce evidence to confirm my learning was progressing. I was set specific tasks and would have to pull together information to demonstrate I had not only learnt but understood the regulations surrounding the process.

I reflected on my time working in Industry and the strict guidelines to supply the Automotive industry and took part in internal and external audits to gain awareness of the standard protocols.

My learning acquired through real life example underpinned by theories regarding: Taxonomy (Bloom), Experiential learning (Schon), Reflective models (Kolb), Learning styles (Honey and Mumford), Managing teams (Belbin), Research models (Walliman), Self-directed learning (Knowles), Reflective model (Rolfe et al), Relationship staircase (Knapp)

Evidence to support

Trio management structure

Learning style

What, why, how, when

Witness testimony – QMS Senior Business lead

Failure mode and effects analysis (FMEA)

Non conformance reports (NCR)

Audit preparation

Difference it has made to me

I identified how I like to learn and was able to suggest my own self-managed approach using the resource of a business expert.

1) Analyse, evaluate and review strategic change

In order to research our customer requirements in some detail, I shadowed and was coached by Customer Experience colleagues. I reflected on my CV, specifically my time in an E commerce role where I designed strategy for complaint handling. I learnt about the disconnect between what our customer facing teams deal with and the lack of feedback to Manufacturing. I reflected on working in silo mentalities and the impact that has on the success of our organisation.

My learning acquired through real life example underpinned by theories regarding: Business directory Forbes.

Evidence to support

Customer satisfaction questionnaires

Difference it has made to me:

Having worked in several departments throughout my career, I was able to piece together that improvements in terms of communication, sharing of information and understanding roles and responsibilities that both Customer and Employee satisfaction can be increased.

2) Critically analyse how business strategy aligns to key principles of a quality management system

I learnt how ISO standards and compliance aligns to overall business strategy and that in high level terms it isn't clear to employee at an operational level. Using mapping techniques, I had learnt through projects I had managed and by expanding on the way I had been coached by the QMS Business lead. I broke the strategy into sections and devised a system for aligning ISO Standard to the Tata Strategy wheel and then looked at how the business demonstrates these standards and importantly how what I do impacts that's overall strategy. I reflected on engagement and learnt about employee psyche and the impact that has on all the processes I has dissected. I learnt about the interdependencies between Customer Satisfaction and Employee satisfaction results and used this when implementing the QMS.

My learning acquired through real life example underpinned by theories regarding: Engagement (Khan)

Evidence

Strategy wheel

Difference it has made to me

The ability to break information down and make it real, at an individual level. I learnt that I like continuous improvement and improving business processed. Connecting people and process and the benefits that can have as an internal driving force for success

3) Critically evaluate how organisational culture impacts on the success or failure of a quality management system

I revisited hygiene factors, motivational theory and struggled to decide on appropriate delivery for the QMS framework, I implemented personal and team objectives that directly correlated. It was at this stage I was identified by the business as an Operational Excellence coach and attended several 'transformation' workshops this process would lend itself to delivering the message I had been working on. I embarked on the 12-week training programme with the implementation framework roll out still very much work in progress. I learnt tools and techniques regarding, creating a vision, implementing daily stand-up meetings, visual management, layered process audits, process confirmation (go – look – see), problem solving, standard diary, workload levelling, skills and versatility, habits and reinforcements, and implementing a sustainment plan.

My learning acquired through real life example underpinned by theories regarding: Reflective practice (Brookfield), Hygiene factors (Hertzberg), Vrooms Expectancy (Vroom), Goal setting and Performance (Locke), Teaching smart people how to learn (Argyris)

Evidence

Operational excellence

Appraisal

SOE Witness testimony

100-day sustainment plan

Transformational change, lean thinking - Toyota

Difference is made to me

The impact of learning several key skills cemented my learning. I have felt for some time that I had the skills gained through experiential learning but was not aware of it. RAL has taken me one stage further and accredited value and a worth to it. Having completed my learning areas and reflective essay I have realised everything I have done has taken the form of reflection and experiential learning both personally and professionally and has shaped the Manager I am today.

Applicant's Signature:

Date:

3.1 Statement from present or former employer should be attached on a separate sheet

Statement attached: **YES / NO**

***PLEASE CHECK AND PASS TO THE ACADEMIC MENTOR/RAL ADVISER TO
COMPLETE AND SUBMIT TO THE RPEL BOARD SECRETARY.***