



PROGRAMME OF STUDY HANDBOOK

Certificate of Higher Education in Skills for the Workplace

FACULTY OF ARTS AND SOCIAL STUDIES

2012-2013

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 4 in the academic year 2012-2013.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Mr Glenn Behenna (Programme Co-ordinator)	01267 676628 07882 440126	g.behenna@tsd.ac.uk
Mr Andrew Maund	07971 279977	a.maund@tsd.ac.uk
Ms Julia Ault	01267 676613 07977 481608	j.ault@tsd.ac.uk

PASTORAL SUPPORT

Each student will be allocated a personal tutor at the beginning of the academic year. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide*, and reference is also made to it in the *Student Survival Guide*.

ACADEMIC YEAR 2012/2013

The academic year 2012/2013 will be divided up as follows:

Module	Month	Carmarthen UoW TSD Carmarthen Campus
Open/Enrolment Evenings	October 2012	Tuesday 23
EMPL4001 Personal Development for Employment	November 2012	Sunday 04
		Wednesday 07
		Wednesday 14
		Wednesday 21
EMPL4002 Digital Literacy	December 2012	Sunday 02
		Wednesday 05
		Wednesday 12
		Wednesday 19
EMPL4003 Working in Teams	January 2013	Sunday 06
		Wednesday 09
		Wednesday 16
		Wednesday 23
EMPL4004 Communication Skills	February 2013	Sunday 03
		Wednesday 06
		Wednesday 13
		Wednesday 20
EMPL4005 Information, Data and Analysis	March 2013	Sunday 03
		Wednesday 06
		Wednesday 13
		Wednesday 20
EMPL4006 Pathway Project 1: Locally Rooted Globally Connected	Friday evening 12 th April to Sunday evening 14 th April 2013	
EMPL4007 Employability	May 2013	Sunday 05
		Wednesday 08
		Wednesday 15
		Wednesday 22
EMPL4008 Problem Solving	June 2013	Sunday 09
		Wednesday 12
		Wednesday 19
		Wednesday 26

EMPL4009 Project Planning	July 2013	Sunday 07
		Wednesday 10
		Wednesday 17
		Wednesday 24
EMPL4010 Pathway Project 2: Skills for Self Employment	Provisionally: Friday evening 9th August to Sunday 11 th August 2013	

Planned delivery pattern:

Saturday and Sunday: 9.00am – 1.00pm and 2.00pm – 5.00pm = 7hrs

Tuesday and Wednesday evenings: 6.00pm – 9.00pm = 3hrs

Per month: 1 day (7hrs) + 3 evenings (total of 9hrs) = 16hrs

Examination Boards: to be confirmed as required.

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

The University reserves the right to charge you an administrative fee of £10 if you fail to provide this information, without good cause, by the end of the second week of teaching each semester, that is by the 12 October for the first semester, and 8 February for the second semester. For the first semester, this means ensuring that your personal details, including your term time address, are correct, and that you are enrolled on the correct programme and modules. For the second semester, this will simply mean confirming your module selection.

You are also required to provide the Registry with a Medical Certificate if you are unable to complete your coursework by the published deadline or to attend an examination for medical reasons. Your doctor may charge a fee for producing a Medical Certificate if you have been ill for less than 7 days. Since coursework assessment tasks are set at the start of each Semester, it should be possible for you to

plan your work in such a way that production of a Medical Certificate is unnecessary unless you have been ill for more than 7 days. In other words, you should aim wherever possible to complete each coursework assessment task at least a week before the hand in date.

If you have any special needs in terms of assessment, it is your responsibility to liaise with student services regarding those needs at the start of the academic year, so that they can be taken into account as the assessment is planned.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Co-ordinator.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Level (of Study):

A level is assigned to each module to define the standard of its academic demand. During the course of the last few years, a National Qualifications Framework has been developed, incorporating both Further Education and Higher Education. Within this framework, the former Higher Education Levels 1, 2, 3 and M have been renumbered as levels 4, 5, 6 and 7.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study may be defined as follows:

Level 4:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Level 5:

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Level 6:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 7:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and approximate scope of the area of study or work. Have an informed awareness of different perspectives or approaches within the area of study or work.	Address problems that are complex and non-routine while normally well-defined. Identify, adapt and use appropriate methods and skills. Initiate and use appropriate investigation to inform actions. Review the effectiveness and appropriateness of methods, actions and results.	Take responsibility for courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.
6	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories	Refine and use practical, conceptual or technological, understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills. Use and where appropriate design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others. Exercise broad autonomy and judgement.

	that underpin them.	schools of thought and the theories that underpin them.		
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each semester. Note that any marks released prior to formal approval by the summer Progression / Award Examination Board are provisional.

CRIMINAL RECORDS BUREAU (CRB) – ENHANCED DISCLOSURE

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a CRB check (Enhanced Disclosure). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to CRB, continuing students will normally be required to inform their Programme Co-ordinator immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for CRB checks.

PROGRAMME OF STUDY

CERTIFICATE OF HIGHER EDUCATION IN SKILLS FOR THE WORKPLACE

Programme Specification

Educational Aims

The aims of the Certificate of HE in Skills for the Workplace are to:

- Provide students with an opportunity to study for an award explicitly focussed towards future employability and career progression;
- Introduce students to approaches, strategies and skills considered essential for employment within a generic context;
- Familiarise students with discussion and debate in the process and resolution of problems;
- Develop students' emotional intelligence and their capacity to work effectively both autonomously and within a team;
- Provide students with a range of learning experiences that are designed to assist students in the acquisition and application of knowledge;
- Provide students with a variety of teaching approaches delivered in a supportive learning environment.

Programme Outcomes

On completion of the programme of study a student should be able to demonstrate:

Cognitive Skills

- the ability to identify and solve problems;
- the management of information and the analysis of data;
- the ability to assess risks and make informed judgements;

Generic Competencies

- interpersonal sensitivity and an understanding of the skills required for team working;
- communication skills, both verbal and written;

Personal Capabilities

- the ability to be self-aware and self-critical;
- creativity, decisiveness and initiative in decision making;
- flexibility, adaptability and tolerance to stress;
- the ability to complete tasks with due regard for schedules and deadlines;

Technical Ability

- competence with workplace mathematics and statistics;
- IT literacy and competence with web technologies;
- the ability to gather information and demonstrate an appropriate level of knowledge and understanding in their specific vocational pathway;

Business and Organisational Awareness

- an appreciation of basic business practices;
- an understanding of project initiation and management of schedules and deadlines;
- an ability to analyse and resolve problems within a social, political, economic and ethical context;

Practical Application

- the ability to complete practical tasks through the integration of theory and practice;
- reflection and review of practical tasks to improve performance;
- the capacity to review quality control processes and risk management.

LEVEL 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

MODULES

Certificate of Higher Education in Skills for the Workplace **Programme Co-ordinator: Mr Glenn Behenna**

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details. All the modules in this programme are compulsory.

MODULES

Semester 1 and 2

Compulsory Modules		
EMPL4001	Personal Development for Employment	10 credits
EMPL4002	Digital Literacy	10 credits
EMPL4003	Working in Teams	10 credits
EMPL4004	Communication Skills	10 credits
EMPL4005	Information, Data and Analysis	10 credits
EMPL4006	Pathway Project 1: Locally Rooted Globally Connected	20 credits
EMPL4007	Employability	10 credits
EMPL4008	Problem Solving	10 credits
EMPL4009	Project Planning	10 credits
EMPL4010	Pathway Project 2: Skills for Self Employment	20 credits

Full details of the teaching dates for these modules, are given on page 2 of this handbook under “Academic Year 2012-13”.

Where appropriate, the University encourages students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Co-ordinator.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2012, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

Certificate of Higher Education in Skills for Employability

Level 4 Modules

MODULE CODE:	EMPL4001	
TITLE:	Personal Development for Employment	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To introduce students to strategies for personal reflection and career development planning.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of personal strengths, areas for further development and preferred learning styles;
- establish employment goals and develop a personal action plan;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- concepts of self awareness and the various approaches to self assessment and learning;
- the application of background questionnaires and learning styles;
- an analysis of personal strengths, weaknesses, learning styles and tools to support professional development planning such as Pebble Pad;
- ideas relating to the concept of personal confidence, studying and thinking independently;
- strategies for exploring employment options acquiring, selecting and collating information from a range of sources;
- techniques for presenting conclusions in clear, coherent and logical manner.

ASSESSMENT

Coursework Assignment

100%

Example: Students prepare an individual action plan with an appropriate evidence base for career development within their chosen employment area.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.

Pritchards, A. M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.

Seely, J. (2005) *Oxford Guide to Effective Writing and Speaking* (2nd edition). Oxford: Open University Press.

van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

Ebooks

McMillan, K. and Weyers, J. (2006) *The smarter student: Skills and strategies for success at university*, London: Prentice Hall.

Wilson, E A and Bedford, D (2009) *Study Skills for Part-time Students* Harlow: Pearson

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability* (Palgrave Study Skills) Hampshire: Palgrave MacMillan.

Websites

<http://www.skills4study>

<http://www.openlearn.open.ac.uk>

<http://www.selfgrowth.com>

<http://www.trans4mind.com>

MODULE CODE:	EMPL4002	
TITLE:	Digital Literacy	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To develop students' confidence in digital literacy related to workplace problems.

LEARNING OUTCOMES

By the end of this module students should be able to:

- evaluate appropriate use of technology, including mobile devices, to improve workplace efficiency and employability;
- demonstrate appropriate use of technology and its applications in the workplace;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- use of contemporary web-based applications, such as Skype;
- appropriate communication through use of technology including awareness of legal, ethical and security issues;
- standard applications of word processing software;
- organisation and management of files and folders;
- navigation of web based research, downloads, pod casts;
- communications systems, email and social networking;
- use of mobile devices, tablets and phones within the workplace.

ASSESSMENT

Coursework Assignment

100%

Example: Students will evaluate a recent information technology development within a workplace.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

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van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

Ebooks

Hoechsmann, M. (2012) *Media literacies: a critical introduction*. Malden, MA., Wiley-Blackwell.

Lankshear, C. & Knoble, M. (2006) *New Literacies: Changing Knowledge in the Classroom*, Open University.

Websites

<http://www.open.ac.uk/safari/>

<http://jiscdesignstudio.pbworks.com/w/page/46421608/Developing%20digital%20literacies>

<http://www.springerlink.com/content/17681277702vw216/>

<http://www.curriculum.edu.au/leader/default.asp?id=33211&issueID=12380>

MODULE CODE: EMPL4003
TITLE: Working in Teams
DATED: 15/10/2012

MODULE CO-ORDINATOR:	Glenn Behenna
LEVEL:	4
CREDITS:	10

TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%

JACS CODE: **N900**

AIM(S)

- To introduce students to strategies for effective team working.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the importance of team working within an employment context;
- demonstrate understanding of the main theories relating to group dynamics; including ethical requirements;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- working collaboratively: shared ownership, responsibility and issues related to confidentiality;
- negotiating and developing ideas;
- group dynamics theories;
- theories of team structures, such as Belbin;
- group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.

ASSESSMENT

Coursework Assignment	100%
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Example: Analyse a group's effectiveness from the perspective of Belbin's team structures and roles.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

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Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

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van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

Ebooks

Belbin, R.M. (2010) *Teamroles at Work*. Butterworth-Heinemann Title; 2 edition

Magin, M. (2004) *Making teams Work: 24 Lessons for working together successfully*. McGraw-Hill Pub.

Websites

<http://www.skills4study>

<http://www.careerswales.com>

<http://www.acas.org>

<http://reviewing.co.uk>

MODULE CODE:	EMPL4004	
TITLE:	Communication Skills	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To develop students' awareness of the range of communication skills integral to success within the workplace.

LEARNING OUTCOMES

By the end of this module students should be able to:

- prepare a written report on a workplace issue with due regard to content, structure, language and presentation;
- prepare and deliver a short presentation demonstrating key points of the report;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- inter-personal communication including: body language, active listening, personal presentation and context awareness;
- written communication: formats and structures;
- strategies for improving clarity of expression, grammar, syntax and punctuation;
- presentation formats and structures;
- communication with an audience using visual and electronic resources.

ASSESSMENT

Coursework Assignment	100%
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Example: Prepare a written report and deliver a short presentation on a workplace issue

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

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Dalley, D., and Burton, L. *Developing your Influencing Skills: How to influence people by increasing your credibility, trustworthiness and communication skills* (2010) Universe of Learning Ltd.

Ercegovic, Z. (2008) *Information Literacy, search strategies, tools & resources for high school students and college freshmen*, Linworth Pub. 2nd ed.

Websites

<http://www.open.ac.uk>

<http://www.curriculum.edu.au/leader/default.asp?id=33211&issueID=12380>

<http://www.ictliteracy.info/>.

<http://www.academy.gcal.ac.uk/llida/outputs.html>

MODULE CODE:	EMPL4005	
TITLE:	Information, Data and Analysis	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To develop skills in the analysis of information and its translation into knowledge.

LEARNING OUTCOMES

By the end of this module students should be able to:

- identify and evaluate appropriate sources of information;
- apply an appropriate level of competence with workplace data handling;
- interrogate primary and secondary sources of information to construct an argument/ resolve a problem;
- demonstrate the effective use of various IT approaches, key numerical and statistical skills necessary for gathering and handling information.

CONTENT

Through task-based study, students will explore:

- potential sources of information to solve workplace problems;
- the ways in which numeracy, knowledge and reasoning are integral to most employment areas;
- statistics in the interpretation and analysis of data – averages, types of graph, arithmetic mean, standard deviation;
- basic computer use for numerical handling – excel spreadsheets, databases;
- the development of skills needed to utilise information gathered in a critical and analytical way;
- the ethical implications of gathering information and matters of data protection;
- Prof. Russell Ackoff's definitions of data, information, knowledge, understanding and wisdom.

ASSESSMENT

Coursework Assignment

100%

Example: Students' work in groups to analyse a newspaper article, articulate a question, gather information and interrogate data to prepare an extended report presenting two sides of an argument.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

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Van Dyke J, Rogers J & Adams H (2009) *Fundamentals of Mathematics, Enhanced Edition*, Belmont, CA: Cengage Learning.

HoylesC, Noss R, Kent P & Bakker A (2010) *Improving Mathematics at Work The Need for Techno-Mathematical Literacies*, Abingdon, Oxon: Routledge.

Websites

<http://www.bbc.co.uk/skillswise>

<http://www.nationalnumeracy.org.uk/home/index.html>.

<https://www.ncetm.org.uk/>

<http://www.mindtools.com>

MODULE CODE:	EMPL4006	
TITLE:	Pathway Project 1: Locally Rooted, Globally Connected	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	20	
TEACHING METHODS:	Online Tutorials (12 hours)	6%
	Workshops (20 hours)	10%
	Directed Learning: (168 hours)	84%
JACS CODE:	N900	

AIM(S)

- To develop students awareness of employability in a local and global context.

LEARNING OUTCOMES

By the end of this module students should be able to:

- identify a personal skill-set and knowledge relevant to the project;
- demonstrate awareness of sustainability and global citizenship within the context of the project;
- demonstrate a range of employment skills in the completion of a group project;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

- Over the course of the module students will participate in an integrated or simulated workplace project demanding a range of employment skills. The project will be established with due regard to policies and practical application related to sustainable development and global citizenship.
- Students will consider their working practices, individual skill-set and knowledge in relation to a particular employment project incorporating environmental, economic, social, language and cultural issues in a working environment

Students will extend their skills in collaborative working, communication, planning and problem solving over the course of the project.

ASSESSMENT

Coursework **100%**

Reflective submission **50 %**

Example: Students prepare an individual reflective presentation outlining their individual skills relevant to the project.

Group Presentation **50%**

Example: Students prepare a group presentation based on a multi -disciplinary workplace project requiring a creative response to problem solving in relation to the local and global context.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.

Pritchards, A. M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.

Seely, J. (2005) *Oxford Guide to Effective Writing and Speaking* (2nd edition). Oxford: Open University Press.

van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

Ebooks

Ragajopal, (2010) *Consumer Behavior: Global Shifts and Local Effects (Global Economic Studies)* Nova Science Publishers Inc

Taylor, G. (2012) *From Local To Global: Taking Your Online Business To New Markets*, CreateSpace Independent Publishing Platform.

Websites

<http://www.open.ac.uk>

<http://www.careerswales.com>

<http://www.acas.org>

<http://www.colegsirgar.ac.uk>

MODULE CODE:	EMPL4007	
TITLE:	Employability	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To gain confidence and competence as effective employees.

LEARNING OUTCOMES

By the end of this module, students should be able to:

- demonstrate an understanding of skills and knowledge for working effectively;
- demonstrate confidence and readiness for employability and personal advancement;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- an examination of effective systems, such as rotas, health and safety regulations and good conduct procedures;
- an introduction to strategies for career advancement: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues;
- development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability;
- reference to relevant procedures and employment legislation;
- identify good practice relating to respect, effective communication and effective partnerships in the workplace.

ASSESSMENT

Coursework Assignment

100%

Example: Students' make an application for a designated job in their chosen area of work. The application involves a CV, written report, a short presentation and an interview.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.

Pritchards, A. M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.

Seely, J. (2005) *Oxford Guide to Effective Writing and Speaking* (2nd edition). Oxford: Open University Press.

van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

Ebooks

Hind, D. and Moss, S. (2011) *Employability Skills*, Business Education Publishers Ltd; 2nd ed.

Marsh, R. (2012) *Skills for Employability Part One: Pre-employment*, Christal Pub.

Marsh, R. (2012) *Skills for Employability Part One: Moving into Employment*, Christal Pub.

Websites

<http://www.acas.org>

<http://www.skills4study>

<http://www.careerswales.com>

<http://www.colegsirgar.ac.uk>

MODULE CODE:	EMPL4008	
TITLE:	Problem Solving	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To introduce students to a range of problem solving and decision making tools.

LEARNING OUTCOMES

By the end of this module students should be able to:

- identify work based problems through the application of problem solving tools;
- apply problem solving tools to identify obstacles and resolutions;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- simple and complex problems;
- flow charts, mind maps and thought showers;
- cause and effect and systems diagrams;
- decision making analyses, lateral thinking and creative solutions;
- SWOT and PEST analysis.
- problem solving tools including: the “five whys”, Constructive controversy and Appreciative Inquiry.

ASSESSMENT

Coursework Assignment **100%**

Example: Students complete an individual, workplace, problem-solving exercise applying appropriate problem solving and decision making tools.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

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Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.

Pritchards, A. M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.

Seely, J. (2005) *Oxford Guide to Effective Writing and Speaking* (2nd edition). Oxford: Open University Press.

van Emden, J. & Becker, L. (2010) *Presentation Skills for Students* (2nd edition). Palgrave Macmillan.

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Straus, D. (2002) *How to make Collaboration Work: powerful ways to build consensus, solve problems and make decisions*. Berrett-Koehler.

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability* (Palgrave Study Skills) Hampshire: Palgrave MacMillan.

Websites

<http://www.mindtools.com>

<http://theproblemsite.com>

<http://businessballs.com>

<http://www.studygs.net/problem>

MODULE CODE:	EMPL4009	
TITLE:	Project Planning	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Workshops (16 hours)	16%
	Directed Learning: (84 hours)	84%
JACS CODE:	N900	

AIM(S)

- To introduce students to project planning methods through practical exploration.

LEARNING OUTCOMES

By the end of this module students should be able to:

- define a series of SMART targets that identify relevant phases of a given project;
- apply appropriate scheduling tools in the management of a given project;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

Through task-based study, students will explore:

- use of SMART targets in workplace contexts;
- project phases and processes: strategy, preparation, design, testing, launch, closure;
- creation of straight-forward project schedules;
- risk management through impact and probability assessments;
- issues relating to environmental sustainability and citizenship;
- the major reasons for project failure.

ASSESSMENT

Coursework Assignment **100%**

Example: Students' work in groups to prepare a project plan including its various phases, preparing schedules and risk assessments.

BIBLIOGRAPHY

Essential

Cottrell, S. *The Study Skills Handbook* (2nd edition). Hampshire: Palgrave MacMillan, 2003.

Pears, R. & Shields, G. *Cite Them Right*. Basingstoke: Palgrave MacMillan, 2011.

Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* (2nd edition). Hampshire: Palgrave MacMillan.

Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.

Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.

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Cook, C. R. (2005) *Just Enough Project Management: the indispensable four-step process for managing any project, better, faster, cheaper*. New York: McGraw Hill.

Websites

<http://www.apm.org.uk> Association for Project Management

<http://www.apm.org.uk> Project Management Today

<http://www.cabinetoffice.gov.uk/resource-library/best-practiceand-methodology-projects-programmes-and-portfolios> HM Government Cabinet Office

<http://www.projectsmart.co.uk>

MODULE CODE:	EMPL4010	
TITLE:	Pathway Project 2: Skills for Self-Employment	
DATED:	15/10/2012	
MODULE CO-ORDINATOR:	Glenn Behenna	
LEVEL:	4	
CREDITS:	20	
TEACHING METHODS:	Online Tutorials (12 hours)	6%
	Workshops (20 hours)	10%
	Directed Learning: (168 hours)	84%
JACS CODE:	N900	

AIM(S)

- To develop students awareness of self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

By the end of this module students should be able to:

- identify a personal skill-set and knowledge relevant to the project;
- demonstrate awareness of concepts linked to enterprise and entrepreneurship within the context of the project;
- demonstrate a range of employment skills in the completion of a group project;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

CONTENT

- Over the course of the module students will participate in an integrated workplace project demanding a range of employment skills. The project will be established with due regard to its potential for future business opportunities, enabling analysis by students of issues linked to enterprise, entrepreneurship and self-employment.
- Students will consider their working practices, individual skill set and knowledge in relation to a particular employment project and its business viability; including the development of a business plan.

- ## ASSESSMENT

Websites

<http://www.acas.org>

<http://www.skills4study>

<http://www.careerswales.com>

<http://www.mindtools.com>

UNIVERSITY ATTENDANCE POLICY

Each School or Faculty within the University has a policy on attendance. A copy of Faculty's policy for this programme of study can be found in the Faculty's Policy document. In addition the University has a general policy on attendance monitoring of students, a copy of which can be found on the intranet. This general policy also explains how the University carries out its specific obligations for international students who hold a visa under Tier 4 of the points-based immigration system (PBS) and for whom the University is Sponsor. It includes the process for reporting failure to maintain appropriate contact to the UK Border Agency. The particular requirements of the discipline that a programme of study belongs to may mean that its attendance policy is more stringent than what has been detailed in the general University policy. In that case, the School or Faculty policy supersedes the general policy, in all aspects other than those related to visa requirements.

REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS AND BIBLIOGRAPHIES

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual owners of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

PLAGIARISM

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle. Academic Staff have been required, as part of your Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to

check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can be seen on the University intranet and website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide*.

AVOIDING PLAGIARISM

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; '***if in doubt, provide references***'. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

STUDY SKILLS AND INFORMATION RESEARCH SKILLS

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Learning Resources Centre

Searching the Internet for academic resources
Using the LRC catalogue, electronic journals and e-books
Referencing and using reference management software
Using Moodle
Athens accounts
One-to-one, group and drop-in sessions available.

Student Services

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions are available on both the Carmarthen and Lampeter campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details.

Subject Librarian

Subject Librarians act as a contact point between students and the Learning Resource Centre (LRC). Please feel free to contact the Subject Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

The Subject Librarian for your programme of study is:

Sarah Jones (s.b.jones@tsd.ac.uk 01267 676775)

GRADUATE SKILLS FOR EMPLOYMENT

Upon graduation most students will begin the process of looking for paid employment. At one level, and a very important one, your University career should be seen as preparing you for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which you are able to reflect upon and analyse your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items

- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained
- show assertiveness (set own agenda)
- co-operate with others
- constructively criticise
- produce new ideas or proposals
- clarify, test or probe others' ideas or proposals
- elaborate on own/others' ideas or proposals
- summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- explain clearly
- deal effectively with conflicting points of view
- develop a logical argument
- present data clearly and effectively
- take account of audience/reader in speech/writing
- show evidence of having marshalled facts
- give appropriate examples
- show enthusiasm and interest
- show critical reasoning
- use appropriate presentation techniques
- compare and contrast effectively
- listen and query where necessary
- discuss ideas, taking alternatives into account

The University will launch a new Employability Award in September 2012. The Award will be a joint initiative between the University and the Students' Union that will reward students for their involvement in a range of organised activities geared to improving their employability. It will involve students undertaking academic, co-curricular, extra-curricular and work experience activities linked to the aforementioned graduate attributes. Further information will be made available to students during Induction Week.