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Module BMDP7010:  
Review of Professional Learning

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## 1. Review of Learning

### Introduction

Personal development according to Waitley (n.d.) is 'the belief that you are worth the effort, time and energy needed to develop yourself.' It is terminology that refers to any activity that is aimed at improving our 'awareness and identity, to develop potential, facilitate employability, enhance quality of life, and contribute to the realisation of aspirations', or goals, furthermore it motivates the learning of new skills, knowledge, and confidence (UKCPD, 2025). To be effective, the UK College for Personal Development (UKCPD) suggests that engaging in the process of personal development is 'a lifelong process' which enables the participant to realise and maximise their potential, and 'adapt to a changing world' (staff.circle.com, 2024). The process is unique to each individual and can be driven by a number of professional or personal factors, but habitually involves both formal and informal learning experiences tailored to an individual's needs (staffcircle.com, 2024) and/or professional practice.

The integration of formal and informal learning, according to Bennis (2024) 'creates holistic opportunities for professional development....as they bridge theory and practice'. She goes on to argue that formal learning 'provides the theoretical foundations' necessary for the professional practice and that the informal learning allows 'the application of theory into the real-life setting.'

My professional practice is set within the Education sector – I am a lecturer within a Higher Education institution in Wales and have seven years' experience within the role. My career within education commenced at a later stage in life at the conclusion of a thirty-year vocation in law enforcement. As with anyone commencing a teaching career, I undertook formal learning through completion of a Post Graduate Certificate in Teaching and Learning in order to provide the theoretical knowledge needed for my practice and have since completed other relevant accredited or certificated learning/qualifications to enhance my personal identity as a teacher/lecturer. Bennis (2024) claims that within the education profession, which she describes as a progressive and dynamic field, professional development is 'critical'. She goes on to say that professional development is 'synonymous' with formal learning however significantly she highlights the 'growing recognition of the value of informal learning as a vital component of professional growth.' I have come to recognise that it is the informal learning opportunities provided within my role, and those that I have proactively sought through external providers, that have allowed me to implement my formal learning effectively, to experiment with new tools and techniques, to learn from mistakes and to focus on specific areas of my practice or professional interests that I wish to develop and gain a better understanding of as I progress. It is against this backdrop that this review of learning is undertaken.

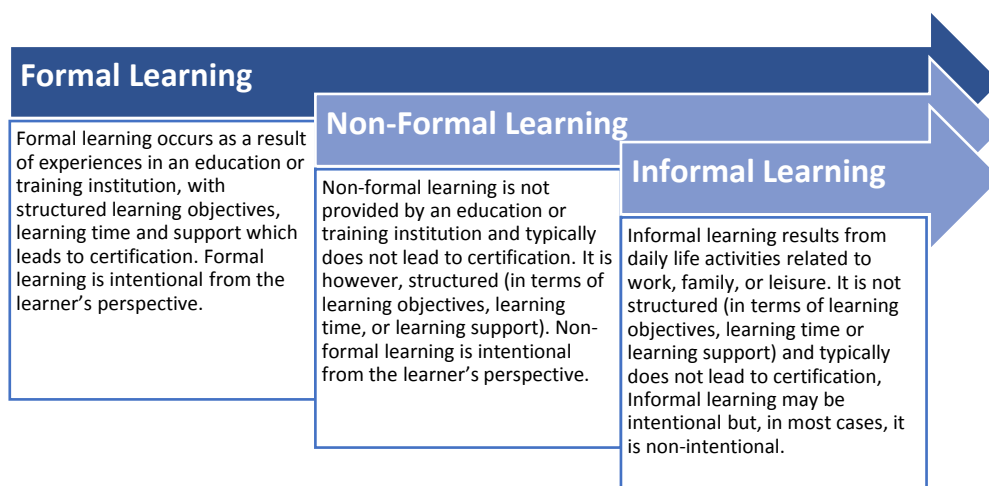
The review will firstly outline the meaning of 'learning' and then identify and analyse two types of learning that individuals experience – i.e., 'formal' and 'informal' learning. Reference will be made to the types of learning I have undertaken and experienced and will consider how 'informal learning' in particular; using reflective practice as an example of informal learning, has supported my professional practice and professional development. Building on this understanding of 'learning' the review will consider the concept of 'knowledge,' the different types and forms of knowledge and how I embed knowledge within my practice. Having highlighted and explored the different types and forms of learning and knowledge, I will then consider how they will support my future proposed learning needs within a professional context.

## Learning

Schneider (2024, p.780) asserts that most textbooks define 'learning' as 'a change in behaviour resulting from experience or practice', and adds that learning is a 'phenomenon', that is manipulated by a complicated relationship of 'physiological, environmental, cognitive, emotional, motivational, and social factors' (2024, p779). Rogers (2014) however, argues that there is no consensus to be found when defining 'learning', and that where the word 'learning' is to be found, the meaning attached to the word in the context in which it is being used needs to be identified (p.13). Hoyle, however, suggests that learning is merely the acquisition of new, or 'the modifying of existing knowledge, behaviours, skills, values, and preferences' and adds that for learning to have occurred it requires 'memory or competence, with the learner owning specific competencies at its conclusion (2015, p.19). Learning however in its simplest form can be acknowledged as 'the activity of obtaining knowledge' or 'the process of understanding something by studying it or through experience' (Cambridge Dictionary, 2025).

## Formal, Non-formal and Informal Learning

Rogers (2014) claims that there are three kinds of learning: *Formal Learning*, *Non- Formal Learning*, and *Informal Learning* and draws upon the European Commission's (2001, p32-33) definitions of each to provide an overview as illustrated below:



(Source: adapted from Rogers, 2014, p15)

Johnson and Majewska (2022) agree that '*formal learning*' is fairly well defined within research literature, however *non-formal* and *informal learning* are 'complex but powerful concepts that create tension' (2022, p.4) suggesting that non-formal learning is merely' a hybrid of the other two form's and claiming that there is an absence of research literature to clearly identify and explore non-formal learning.

O'Neill (2025) however states that identifying the two typologies of learning (Formal and Informal) is quite simple, as 'one is pragmatic and organised. The other casual and unstructured.

### Formal Learning

Building on Roger's (2014) explanation of formal learning, O'Neill (2025) appends that this form of learning is delivered systematically and intentionally, is planned, and guided by an instructor either face to face or online. Johnson and Majewska (2022, p.9) however assert, through supporting literature, that its definition implies a role for 'defined educators', suggesting that formal learning is teacher focused with set activities, directed by structured learning outcomes, and organised into a graded system. They further argue that it is 'hierarchical' with regards to its formal systems and tends to focus on 'propositional rather than procedural knowledge' types which 'relies on established content that is generalisable beyond a specific context' (2022, p.9). Despite formal learning being arguably portrayed as restrictive or prescribed in nature, it does offer some advantages to the participant and the workplace.

Rogers (2014) puts forward the argument that formal learning allows the learner to learn first and then to use that learning in a more generalised way. It serves to provide general principles that can then be utilised in other contexts thereby providing new knowledge. Above all, he claims that it validates the learning done, to build on it, which then leads to new knowledge (2014, p.63). Interestingly, Rogers (2014, p.65) further suggests that participants in formal learning are 'not new learners', as 'they have done and are still doing much everyday learning', and 'have already engaged in a continuous process of learning'.

For the participant, formal learning provides an organised environment for learning with a scheduled framework for continual and methodical self-progress which is focused (Daniel, 2021). A structured approach ensures that all participants receive the same training and understanding – thereby providing a clear baseline of knowledge and has a designated duration (Cloke, 2021). Formal learning is typically certified or accredited, providing qualifications that evidence's learning (Cloke, 2021) and enhances personal profiles (Benns, 2024). It is always quantifiable (Cloke, 2021) and can have a positive impact on participants by satisfying psychological and identity needs (Ozyildirim *et al*, 2025).

Formal learning does not come without its limitations and arguably has a bad reputation as it is seen as less engaging giving little choice to participants over what and how they learn (Cloke, 2021). It is considered a high-cost, time consuming learning method for individuals and employers (Daniel, 2021; Cloke, 2021), and it requires investment in its organisation and delivery.

Within my professional practice area, formal learning has had an integral role to play. Firstly, obtaining recognised qualifications (PGCE HE) and accreditation (FHEA) assisted me in securing previous and current teaching roles (see Job Description). It has provided the theoretical foundations necessary for my practice (Benns, 2024); it has allowed for a 'greater understanding of pedagogical principles, standards and assessment strategies', and allowed me to learn new methods of teaching as well as formulating new teaching strategies as my student cohorts have become more diverse (Jones, 2014). Furthermore, my portfolio of recognised qualifications has built a professional profile of competency and credibility for future employers (see C.V.). From an employment perspective, it exhibits the commitment and investment made by my employers in achieving my career goals and development (Bednall, 2017). As Bednall (2017, p.2) asserts; 'learning enables [us] to expand knowledge and skills and become adaptable in the face of changing work environment and enhance [our] long term employability.'

Its challenges have however manifested in both a personal and professional context. On a personal level the challenges have been visible in relation to the investment of my personal

time and money (e.g., financing PGCE, PTTLs and having to attend evening classes), and on occasion in its accessibility and availability (e.g., courses only being available during working hours or the location of the provision). Whereas in the professional context, opportunities of transferring learning back into professional practice have not always been available as the content has not been in relation to my specialisms (Weber, 2014), deemed irrelevant to my particular needs, or there has been a lack of opportunity to explore my own professional interests to shape growth.

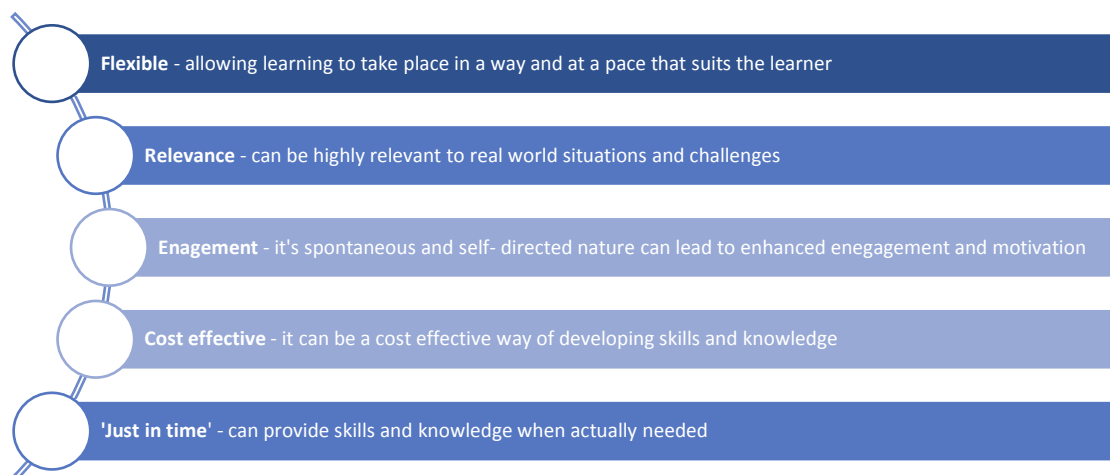
Starke (2023) however suggests that a large part of our learning takes place 'spontaneously' and in an unstructured way when we are seeking knowledge at a time when we actually need it. Rogers (2014) supports this notion adding that this learning is normally unplanned, informal, and influenced by many areas of our personal and professional lives. It could be argued that we therefore participate in informal learning, consciously and unconsciously to meet our particular needs.

### Informal Learning

Rogers (2014, p17) highlights the importance of informal learning for life and for formal learning. He states that informal learning 'determines the values, assumptions and expectations we bring to all forms of learning' and that 'it determines our aspirations and motivations for engaging' with it. He adds that 'informal learning is recognised as being far more extensive than formal but is largely invisible' (2014, p.22) and 'ignored' (2014, p29), yet it is recognised as the principal element of adult learning (2014, p.9).

Hoyle (2015) proposes that we have continually learnt informally, suggesting that the learning has come from our own experiences, by imitating others, through analysing what has or hasn't worked and 'by creating habits out of the behaviours that were most frequently successful' (p.12). He adds that there is a belief that informal learning is 'better and more natural' however suggests that others often describe it as 'being unfit for purpose in modern workplaces' (2015, p.26).

The Council of Europe (2025) and others promote a number of benefits to informal learning including those illustrated below:



(Source: Council of Europe, 2025)

The British Council (2023) asserts that the challenge with informal learning 'is precisely that – it is informal'. It adds that as it's driven by the individual it is difficult to track and measure

its effectiveness; there can be a lack of uniformity of experiences, it can go unrecognised and unrecorded therefore discouraging and divorcing learners from such opportunity.

Ozyildirim *et al* (2025, p.136-137) suggest that there are three informal learning types:

- Learning from others
- Learning from non-interpersonal sources
- Learning from oneself,

and adds that the environment in which the learning occurs develops two concepts: learning in the workplace and learning outside of the workplace. Hoyle (2015) highlights that 'learning at work is different' (p.15), with Spiro (2025) advocating that theories exist that support informal learning such as workplace learning, self-directed learning, social learning and the 70:20:10 model. Informal learning within my own practice has manifested itself in a diverse range of ways as illustrated below:

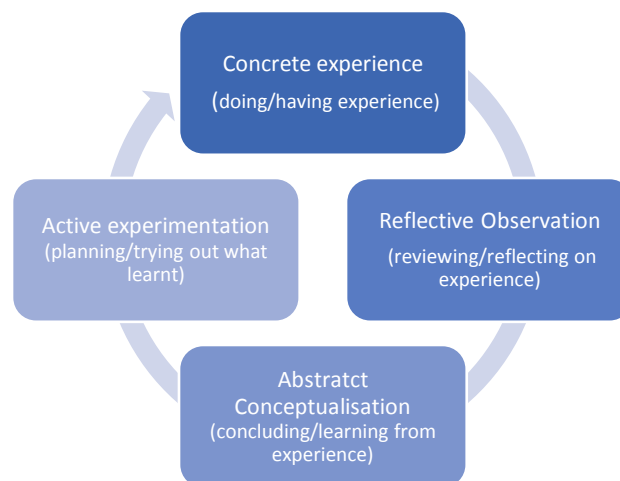


(Word cloud: Informal Learning Activities)

Rogers (2014, p.179) however claims that 'learning through work is the epitome of informal learning', with Bednall (2017) suggesting that such learning can help employees to reflect on experiences and thereafter 'adapt their approach to work and enhance performance' (p.2). The consensus therefore is that informal learning allows us to attain knowledge and skills through our professional experiences and our reflective practice (Ozyildirim *et al*, 2025, p.136-137). Reflective practice, according to Webber (2014, p.10) is a 'vital component to adult learning' as it persuades the learner to adapt their learning so as to make it relevant to their personal and professional situation, thereby enabling change.

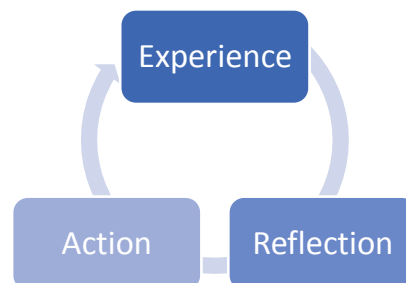
Reflective practice has been at the centre of my informal learning since I began my teaching career and has directed most of the informal learning pathways that I have then followed. When first introduced to the concept during my formal teacher training, I was curious of it as I could align its principles to similar debriefing processes observed in my previous career. This supports Rogers (2014, p.42) view that 'the most important single factor influencing learning is the learner's prior knowledge' and that 'no-one comes to any study without pre-existing knowledge of the subject being studied' (2014, p.46). However, the lack of instruction early on as to how to undertake reflection, together with the unenthusiastic mindset of peers towards it, manifested in avoidance or tokenism. Conversely, as I gained teaching experience, and faced challenges to my practice (e.g., non-engagement, diverse needs etc.), I began to independently seek information, knowledge, and resources to assist me in developing ways to identify and understand the positive and negative aspects of my practice on my students, and myself – this therefore led me back to reflective practice and learning about its methods and techniques with a different attitude – one of positivity cultivated from the need and motivation to develop professionally.

With an appetite to explore and understand this practice better I undertook extensive research around reflective practice and its different models – I explored Borton (1970), Gibbs (1988), Johns (2009), and Smyth (1989) amongst others - and began to experiment with each model in turn, introducing them into my practice by allocating time at the end of each taught lesson to highlight the good aspects of the lesson and the aspects that I needed to develop; having a balance of these aspects helped me to engage better. With some learned confidence I began to identify the appropriate model to fit the circumstances subject of the reflection and learnt that when it didn't work, I just needed to move on and try an alternative (Cambridge University, n.d.) By way of examples, when faced with challenging behaviour I would use Kolb's model (1984) (illustrated below) as it provided opportunity to understand student's motivations and behaviour, and I would then devise strategies as to how to address in future lessons:



*(Source: Adapted from Kolb, 1984))*

When I had limited time and there were no significant issues, but I just wanted to enhance my teaching practice I would use Jasper's simple model of 'Experience, Reflection and Action' (ERA Model) (2013):



*(Source: adapted from Jasper, 2014)*

I would start by considering my practice in general, highlight good areas but also areas where I felt I could do better or provide further development for myself. For example, at one stage I found that formative assessments in class lacked engagement as students were embarrassed when they got answers incorrect - I considered how I could change the approach and having researched some resources online introduced interactive quizzes

where the students could engage but remained anonymous to their peers – this increased participation with a fun element, but also advanced my technology skills.

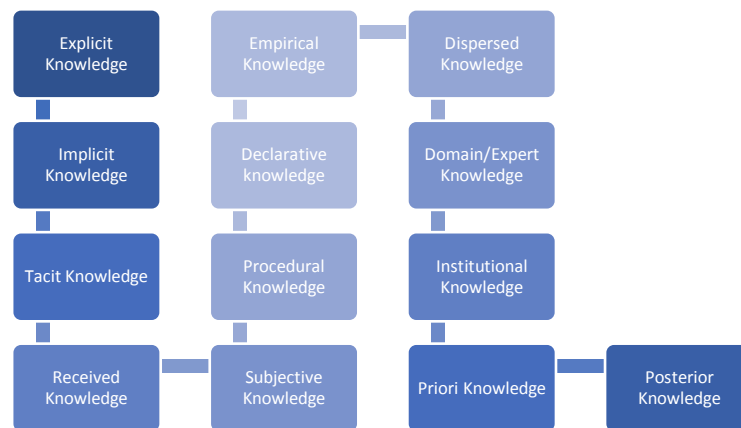
Owen and Fletcher (n.d.) suggest that an important aspect of reflective practice, as opposed to reflection, is the ability to 'capture and express it in some form (e.g., written, verbally or illustratively). In doing so they assert that 'we shape and model the content in different ways depending on a range of factors...including how we are feeling at the time.' I created a reflective journal in which I recorded my thoughts together with an action plan of how I could develop. At first, I struggled to narrate the reflection, however I began to accept that it didn't have to be to academic standards, it just needed to be relevant and honest. Scales (2013, p.27) suggests that the origin of all reflection is 'a willingness to undertake the process and to value it as a means of improvement and development. It makes us take responsibility for our teaching and learning.' Succeeding in my role and being proficient was important to me personally and professionally, therefore any learning as a result of reflection was celebrated especially when I could see the learning transported into my practice (such as the quiz example above) or when it enhanced my self-confidence in my practice. I therefore invested time and energy to develop myself as a competent teacher. Scales (2013, p.20) emphasises that reflective practice is an opportunity to monitor our development from 'a raw beginner to experienced professional.' Through embracing reflective practice, I could see it in practice and continue to do so today. I have learnt that embedding a style of reflection that is implemented regularly and is meaningful will assist and direct my practice now, and in the future. Scales supports this by stating that reflection 'is the key to improvement. If we don't think about, analyse and evaluate our professional practice we cannot improve' (2013, p.20).

Reflection as a category of informal learning has therefore been integral to my development of new skills, new understanding, new confidence, and new knowledge.

### Knowledge

The words 'learning' and 'knowledge' are terms that are arguably used interchangeably but do however possess subtle differences. Earlier in this review I incorporated the word 'knowledge' into defining the different types of learning I undertook and in the context of my informal learning experiences. Knowledge, however, is concerned with the 'skill in, [the] understanding of, or [the] information about something, which a person gets by experience or study' (Cambridge Dictionary, 2025a). It could therefore be debated that 'learning' is the process of acquiring knowledge, skills and values, whereas 'knowledge' is the result or output of that process which can then be employed.

The Teachers Institute (2023) claim that 'knowledge is a dynamic multifaceted concept that takes many forms,' and that cognisance of its different forms can facilitate an awareness of how knowledge can be acquired, shared and applied. Researching 'knowledge types' reveals that they number anywhere from 6 (Teachers.Institute, 2023; Spilker,2024) to 10 (Avelino, 2022) or more as presented below:



(Source: Adapted from, Teachers Institute, 2023, Spilker, 2024, Avelino, 2022)

Despite conflicting numbers of existence, common to all sources are three main types: Explicit, Implicit and Tacit.

### Knowledge Types

*Explicit* knowledge is defined as being easy to describe, share and document – it is commonly found in books or on-line and easy to communicate to others (Teachers Institute, 2023). Sherman (n.d.) however argues that explicit knowledge requires frequent preservation and updating to ensure its value and relevance. Knowledge that is shared without being overtly stated, is referred to as *Implicit knowledge* (Spilker, 2024) and is obtained through the application of explicit knowledge (Anderson, 2025) - it is found in informal communication, casual chats or social interactions. It is however considered a challenging type of knowledge to capture and share (Anderson, 2025). Finally, *Tacit knowledge* is the knowledge we possess from our own personal experiences and perspective (Anderson, 2025), our skills and instruction, and develops through our practice (teachers Institute, 2023). Sherman (n.d.) however notes that it is elusive in nature and its qualities can't be confidently replicated or duplicated.

When reflecting on my professional practice, all three typologies have been and continue to influence my professional knowledge. My *explicit knowledge* derives from the formal and informal learning activities I proactively undertake through CPD activities, webinars, and research. I rely on this knowledge to maintain my professional profile and competence and maintain the standards laid down by my employers, it is therefore generally aligned to the University's strategic priorities (see Personal Development Plan), and therefore provided primarily through my employer. Leaman (2016) claims that 'knowledge drives the right actions and ultimately helps organisations achieve their objectives'.

My '*implicit knowledge*' is demonstrated through ad-hoc discussions with colleagues, exploring and contemplating different perspectives on practical teaching issues or when I'm brave to just 'give it a go'.

The '*tacit knowledge*' within my professional practice is drawn from lessons learnt and on occasion my previous vocation. As alluded to above, some of my skills are rooted in my previous career in law enforcement and can be adapted and adopted in my current practice e.g., *Communication skills* – being able to adapt my language, tone, pace etc to my audience, whether learner or professionals; *Conflict management skills* – when faced with challenging behaviour being able to avert escalation and understand its origins ; and having *Emotional intelligence* – having the capacity to understand and manage other people's

emotions, needs and motivations which are normally heightened around the allocation and submission deadlines for assignments.

Having explored the concepts of knowledge, Sherman (n.d.) proposes that the main difference between the three types referred to above is 'their accessibility and transferability', with Spilker (2024) introducing the debate of 'what qualifies as true knowledge' highlighting the complex nature of knowledge itself. McDonald (2016) clearly states his view, claiming that 'the difference between knowledge and learning is ACTION; when knowledge is put into action, that's what puts you on the path to success'.

My own journey to seek out and implement new knowledge and learning around my professional practice has led to this current programme of formal learning – Doctor of Professional Practice (D/Prof). It meets my personal aspirations of obtaining a Doctorate, but also meets the strategic priorities of my organisation i.e., '*Priority 2 - Excellence in teaching, scholarship and applied research*' (UWTSD, 2025). Bednall (2017) tentatively supports this by claiming that for organisations, 'learning enhances the quality and consistency of individuals, teams and organisational performance' (p.2), adding (by citing Bednall, Sanders and Runhaar, 2014) that empirical research shows that 'teacher's engagement in informal learning is positively related to the number of successfully graduating students.' Ozyildirim *et al* (2025), strengthens this by referring to other studies that revealed the 'quality of student educational outcomes can be attributed to the characteristics of professional learning activities. This therefore strongly reinforces my motivation to continue to improve my knowledge and learning.

Reflecting on the acquisition and employment of 'knowledge', I am able to align the different types (see illustration p.9) to my current programme of formal learning within the D/Prof.

| Explicit Knowledge                                                                                                                                    | Tacit Knowledge                                                                                                                                                                                | Subjective knowledge                                                                                                                                       | Procedural knowledge                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•Obtained through formal lectures, methodologies, theories, learning styles, reading books/journals</li> </ul> | <ul style="list-style-type: none"> <li>•Obtained through hands-on experience of research topics/subjects in library/on-line and then critically engaging with the information found</li> </ul> | <ul style="list-style-type: none"> <li>•will allow for the development of personal perspectives and deeper engagement in the topic/subject area</li> </ul> | <ul style="list-style-type: none"> <li>•will be developed through practical skills of using internet, library facilities</li> <li>• structuring assignment</li> <li>•undertaking referencing</li> <li>•academic standards</li> </ul> |

(Knowledge types aligned to D/Prof learning)

As alluded to earlier, Rogers (2014, p.66-68) asserts that when we approach new knowledge and learning, we introduce our '*Values, Expectations and Horizon's*'. '*Values*' are concerned with our confidence in; perceptions of and biases of the subject/topic and 'forms our sense of ambitions, aspirations and intentions we may or may not have'. '*Expectations*' are founded on previous experiences and our established perceptions when we 'strive for self-knowledge'. Finally, '*Horizons*'; this relates to self-image of what we can achieve or what we are capable of achieving, where our confidence is influenced by the learning positively or negatively. Each of which I can align to myself when I first considered undertaking the programme; when commencing on the programme and will no doubt revisit as I progress and face the new learning and knowledge opportunities it will present going forward.

### Conclusion

Undertaking this review of learning, the foundations of which lie within my C.V., my current job description and my CPD (to be found at section – 2,3,5 of this document) has resulted in some positive outcomes. Firstly, it has highlighted that the informal learning I've amassed is more extensive than the formal learning undertaken but is almost invisible within my CV., providing support for Rogers (2014) claim.

Secondly it has highlighted how my learning has covertly and overtly been aligned to the organisations strategic objectives but has also allowed me to ensure that it also associates with my goals and ambitions with regards to future learning and progressing (i.e. D/Prof). Thirdly, by examining the concepts of learning and knowledge, I've been able to evidence my growth and progress as a teacher from early days to the present time, providing a positive attitude and a firm foundation for future growth.

Leaman (2016) effectively sums up my view on 'learning and knowledge' by asserting that 'learning needs to be the catalyst for knowledge' and goes on to offer an interesting view that 'most learning decays overtime and ends up being wasted because it's not designed to effectively create long term knowledge'. There is therefore, in my opinion, a persuasive argument for continuous professional development (CPD) to be utilised to address this, with Hoyle (2015, p.31) advocating that CPD, 'should be an essential component of professional and personal life and never an optional extra'.

Referring to CPD at this juncture offers the opportunity to revisit this review's introduction – and to consider Waitley's statement (n.d.). In response I would concur - engaging in formal and informal learning and enhancing my knowledge base is, and has been, firmly rooted in the belief that I am worth the effort, time and energy that I have invested and continue to invest in order to develop myself and my professional practice.

(word count 4190)

## 2. Annotated C.V.

### Professional Profile

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An experienced higher education lecturer and programme manager responsible for **designing and** delivering undergraduate, post graduate and **L7 Apprenticeship pathways and** courses in professional investigative practice, **operational policing practice**, police operational and strategic leadership **and senior leadership**.

A skilled and inspiring manager **and leader** with 30 years policing experience specifically in **the investigation of** serious and organised crime, having led teams on a local, regional and national level with regards to high profile investigations. **Particular operational and strategic specialism within** the fraud, financial investigation **and asset recovery** arena.

An organised and innovative individual and problem solver. A proficient and confident communicator having chaired local and regional working groups and a guest speaker at training events and conferences nationally and internationally. A mentor who has experience of developing individuals and staff to meet career goals, **a creative, motivating and engaging teacher experienced in enhancing student confidence and success**. An experienced project manager having delivered on local and regional projects. Able to prioritise workloads and work under pressure, skilled at producing high quality written documentation and training materials. Takes personal pride and responsibility for any task undertaken and in delivering results.

**Research Interests:** Gender issues in policing; Female police leadership. Gender disparity in Higher Education senior roles and leadership. Women's roles in Organised Crime.

### Career Summary

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**2021 – present** – Lecturer, **module leader and programme manager within Higher Education** (University) **designing and** delivering undergraduate, post graduate **programmes and L7 Apprenticeship pathways** in Policing – including :Operational & strategic Leadership (PG); Professional Investigative Practice (UG & PG), **Operational Policing Practice (UG) and Senior Leadership (L7)**.

**As programme manager:** responsible for **identifying stakeholder learning needs**, designing appropriate courses **and/or programmes** - including establishing learning outcomes, **identifying indicative content and schemes of learning**. Proactive and reactive liaison with police forces and other stakeholders **to promote current programmes or seek opportunities to collaborate in the design and delivery of new** relevant and career focussed courses **and programmes, including Apprenticeship pathways**.

Quality assuring Programme Directories, student handbooks and module directories on an annual basis, ensuring contents are up to date before allocation to students.

Further responsibilities include programme/module reviews, ensuring opportunities are presented to students and stakeholders to feed into the process and updating as required. Active member of the Student/Staff Committee, attending meetings when possible, and recruiting student members. Undertaking any tasks allocated by the committee on an individual or team basis and reporting back on the same.

As programme manager, assist with the recruitment and identification of External Examiners (EE) in collaboration with the University's Quality Department. Reviewing new applications

and meeting with applicants to ensure that role criteria are met before appointment. Regular liaison with EE role holders, ensuring appropriate processes are in place to review assessments and student work to agreed timelines. Receiving and considering EE Annual reports, highlighting good practice and areas for development, reporting same to University's Quality Department.

Further programme responsibilities include ensuring all student assessment marks are entered onto the SITS system, adhering to relevant deadlines. Reviewing student profiles in advance of Exam Boards and attending all relevant Exam Boards where programmes are discussed, presenting student profiles so as to confirm awards granted.

Ensuring that Module leaders on allocated programmes review and update module content, including assessments. That assessments are planned in advance, reviewed and agreed by EE's and when submitted are marked, moderated, reviewed and results entered to meet University agreed deadlines. Collation of all moderation and EE Review documents.

Identifying and recommending to the Academic Director additional assignment markers, moderators, research supervisors and part time lecturers to fill any voids where appropriate.

Participating in the Departments Curriculum Review – undertaking any preparatory work in advance of the different stages of the review and engaging with the process. Undertaking Annual Programme Review and highlighting any additions or amendments that require authorisation by the Quality & Assurance Department. Co-ordinating the revalidation of programmes under my responsibility on a 5-yearly basis in liaison with the Academic Director and Quality Department.

Supporting and attending any University or Institute Open days/Taster days or virtual events where programmes can be advertised to prospective students. Responding to any questions or queries and chasing up any interested individuals. Attending any internal marketing meetings within the department, putting forward any ideas or suggestions to enhance student applications, including marketing materials. Monitoring student applications that are submitted and highlighted via internal processes.

Undertaking reviews of student applications, ensuring that entry requirements are met – where necessary requesting further details from Applicants or undertaking meetings. Where all entry requirements are met, making recommendations in relation to conditional or unconditional offers and submission to registry. Where offers are made, maintaining contact with applicants leading up to course start date to ensure that they are aware of start dates and any further requirements.

**As Lecturer and Module Lead** – Taking responsibility for reviewing module directory; compiling module scheme of learning, establishing learning outcomes, creating all learning materials and designing relevant assessments aligned to established criteria for agreed learning levels (level 4 – 7). Furthermore, ensuring that module content is up to date, and relevant to the professional development for serving police officers, police staff and other law enforcement agencies. Undertaking annual reviews of modules/programmes – seeking feedback from students, EE's and other stakeholders to inform any changes.

As module lead for research on both UG and PG programmes, undertake supervision and assessment of UG and PG Research projects which includes ensuring that appropriate ethical standards and policies are met and approved, formative feedback is provided, support is put in place and welfare needs of students are met.

Adept at teaching on-line and face/face. As **lecturer and module lead**, responsible for addressing academic misconduct and student welfare issues, **including applications for course withdrawal and interruption of studies.**

**Responsible for own continuous professional development, ensuring mandatory staff training is completed. Proactively seek learning opportunities internally and externally to enhance professional knowledge and skills.**

*Achievements:*

- Development of above courses and new apprenticeship pathway for senior police leaders (L7).
- **Increased student numbers on PG programme and Apprenticeship pathways and establishing new collaborative partnerships.**
- **Successfully completed two L7 Courses - Research Methods and Project Management (modules within Professional Practice programme)**
- **Successfully accepted onto UWTSD Doctor of Professional Practice Programme.**
- **A Member of the University's Women's Network.**

**2018 – 2021** – Part time lecturer at Further Education college delivering police centric courses for two different universities under franchise agreement. **Responsible for setting learning outcomes, creating scheme of learning and lesson content for each module.**

Delivered specialist modules to non-police students in relation to Fraud, Money Laundering, asset recovery, exploitation and academic skills (level 4-6) . Responsible for lesson delivery, assessments (**providing formative/summative feedback**) and student welfare, discipline and monitoring student engagement.

**Responsible for updating and maintaining the virtual learning platform used by students (Blackboard & Moodle).**

**During COVID-19 pandemic moved from face/face learning to online. Successfully navigated use of virtual learning and assisted students to adjust to new learning environment.**

**Responsible for own professional development through attendance at staff training events and proactively seeking training opportunities internally and externally. Successfully completed Post Graduate qualification in teaching, and Fellowship of Higher Education Academy alongside undertaking role responsibilities.**

*Achievements:*

- Awarded Post Graduate Certificate (PGCE) in Teaching.
- Awarded Fellowship of Higher Education Academy
- Awarded Masters Degree in Financial Investigation & Financial Crime (MA).  
Dissertation research focused on enforcement of confiscation orders.

**1987 – 2017 – Police Officer.** During service held many specialist roles and responsibilities which include the following:

**2013-2017 – Regional Organised Crime Unit (ROCU)** – Detective Inspector. Responsible for leadership and management of specialist departments namely the Regional Asset Recovery & Fraud Team, and for a short time the Regional Intelligence Unit. Accredited Financial Investigator, Operational lead and tactical advisor in relation to Fraud and Financial Investigation, liaison with key stakeholders, and multi-agency working on key operations. Staff supervision, development **and discipline**. Organised regional training events in Asset Recovery areas to deliver new knowledge practice and procedures to investigators in region.

Guest speaker at local and national training events **including In-force training, Regional events and National conferences**. Member of a number of working groups including Home Office led groups, undertook national workstreams in relation to policy, procedures and development of legislative powers (PoCA). **Chair of Regional Working Groups representing Region on national Platform**.

Set up Regional Asset Confiscation Enforcement team from Home Office funding – set the strategic plan and targets for the Team, embedded regional partners to enable a strategic response in Region. Supervision, training and development of staff. Senior investigator in complex cases and tactical lead.

*Achievements:*

- Member of the National Financial Investigator's Working Group.
- Chair of Regional Financial Investigation Working Group and later Regional Economic Crime Group. Compiled strategic plan for the region.
- Awarded Chief Constables Team Commendation for Asset Recovery work.
- **Key speaker at National conference in Westminster in relation to Asset Recovery.**

**2013-2014 – Project manager** – Home Office funded national project delivered within nominated region **to enhance specialist investigative capability (6 new areas of investigative capability) and the purchase of new accommodation**.

**As project manager had responsibility for the compilation of project initiation document and thereafter all other documentation including Risk Register and ensuring continuous review of same. Responsible for the** organisation of, and attendance at, project meetings with numerous stakeholders (including staff unions, Police Forces, other Law Enforcement Agencies, Senior Leaders). Compilation of presentations, briefing sheets, minutes of meetings for senior project leads and project boards. Allocation of tasks to others and ensuring completion to required standard.

**Preparation and arrangement of project inspection by HMICFRS. Briefing staff and ensuring availability of documentation for examination.**

**Supplementary role in the management of the internal building refurbishment in relation to internal design - including procurement and budget control in relation to purchase of furniture, fixings, and any specialist equipment required by investigation teams, delivery and installation of same.**

**Devised communication strategy to keep staff informed of developments, invited staff to put forward ideas and suggestions and set up team meetings to understand and progress specific equipment requirements.**

**Organised and managed move to new working premises, including procurement of removal company, vetting of removal personnel, packaging of all equipment and personal effects and clearance of old accommodation. Arranged availability of staff to assist with re-location, addressed staff welfare needs and other stakeholders.**

**Ancillary responsibilities included compiling business cases for new posts, job descriptions, job advertisements which included liaison with HR departments, Legal departments and staff associations.**

**Responsible for review of project, lessons learnt and archive of project documentation.**

*Achievements:*

- Project delivered within tight time frame and within budget.
- Awarded Chief Constable Commendation for leadership skills.

### **2006 – 2007 – Foreign & Commonwealth Office – International Policing Team.**

Seconded to European Policing Mission in Eastern Europe as Inspections officer. Responsibilities included setting up Inspection programme and protocols. Liaison with local Police chiefs and undertaking Inspections into specific areas of Policing.

Undertook gender specific project at request of Minister of Interior in relation to gender disparity amongst police officers and specialist departments. Undertook research including reviewing policies and procedures and obtaining staff and senior leadership views during focus groups and interviews. Collaborated with non-government agencies and local/national charities to assist with addressing issues highlighted from research.

Organised national conference on Gender Issues within policing with female police representation from numerous European Police Agencies. Guest speaker at conference in relation to gender issues within UK Policing.

Undertook media interviews locally and within UK. Articles published within UK police publications and Foreign Office/ publicity materials.

#### *Achievements:*

- Awarded written commendation from Head of policing Mission for work undertaken.
- Featured in UK Foreign Office publications and policing publications.
- Awarded European Police Mission Medal for service.

**1987 – 2006** – held many specialist roles within policing and gained promotion through ranks. Investigator and manager, holding both operational and strategic roles within specialist areas of policing including Serious & Organised Crime, Crime Investigation and Management, Fraud & Asset Recovery; domestic and sexual abuse, child exploitation, management of sex offenders - roles involved advising chief officers, compiling policy and procedures.

Member of numerous internal and external working groups where I represented senior leaders and staff.

Delivering specialist training to CID staff and probationary constables in relation to child protection and domestic abuse. Guest speaker at University delivering lectures on the investigation of domestic abuse to trainee nurses and doctors on degree programmes.

Specialised in areas of fraud and financial investigation – awarded and maintained Accredited status (as per PoCA 2003) having successfully completed all recognised programmes and examinations. Nominated Force point of contact for fraud investigations, setting up Action Fraud within Force, force policies and public sector corruption. Undertook force wide review of Fraud & asset recovery and presented recommendations for department development and efficiency savings.

Media trained – undertook media conferences and interviews in relation to high profile investigations (Drugs and child abuse) and specialist TV programmes ( Rape Investigation) in English & Welsh. Contributed to numerous local and Regional news paper articles and assisted in Force Media Office.

#### *Achievements:*

- Passed Sergeants and Inspectors Promotion Exams.
- Undertook Force-wide Review of two departments – Fraud & Asset Recovery and Child Protection Units. Recommendations made to Chief officers implemented.
- Awarded Long Service & Good Conduct Medal for 22 Years Police Service
- Awarded Queens Jubilee Medal for public service.

## Qualifications

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### Current study:

Doctor of Professional Practice – commenced Oct 2024

### Qualifications held:

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| Project Management (Level 7 Masters module – Professional Practice)                     |
| Research Methods (Level 7 Masters module – Professional Practice)                       |
| Post Graduate Certificate in Education – (PGCEHE)                                       |
| Master's degree (MA) – Financial Investigation & Financial Crime                        |
| City & Guilds Level 3 – Understanding the principles and practices of Assessment (TAQA) |
| Women's Studies (level 1)                                                               |
| Diploma – Financial Investigation                                                       |
| Diploma – Surviving Hostile Regions                                                     |
| NVQ D32/33 – Assessors Award                                                            |
| ILM Level 2 – Team Leading                                                              |
| 3 A Levels                                                                              |
| 10 O Levels including Maths & English                                                   |

### Professional development:

|                                                                           |
|---------------------------------------------------------------------------|
| PoCC - Financial Investigation Course                                     |
| PoCC - Confiscation Course                                                |
| PoCC – Enhanced Financial Investigation Course                            |
| Metropolitan Police – Terrorism Financial Investigation Course            |
| PoCC – Financial Investigators Mentor's course                            |
| Women's Career Development Course – Agile Nation                          |
| ILM – Level 2 Leadership                                                  |
| Prince2 Project Management – Foundation                                   |
| Leadership Development Programme (Police Service)                         |
| ISOH – Managing Safely for policing service                               |
| Media Skills                                                              |
| European Quality Award and Self Assessment ( Wales Quality Center) - EFQM |

### Publications & Conferences

2016 – UK Business Enterprise and Innovation Service (BEIS) – Asset Recovery Conference, Westminster. Guest Speaker – Asset Recovery & Enforcement.

2007 – Foreign & Commonwealth Office Publication– Peace Support Operations, Information and Guidance for UK Police personnel (Ch.7, p46)

2006 – Grapevine (Policing publication) – Article: Female police officers in Conflict Areas.

2006 – Gender Issues in Policing – Conference, Eastern Europe – Guest Speaker – Gender Issues in UK Policing

2002 – “Sudden Unexplained Deaths in Children” – Multi-Agency Conference, Llandudno, Wales – Guest speaker: Police Investigation

1989 – Crime & Disorder Action Plan, Gwynedd. Author of Domestic Abuse Action Plan.

**Other information:**

**Key IT skills:** Proficient in use of

- all MS Office applications including Teams, Excel, powerpoint etc.
- all Google applications including Google docs, Google classroom, Google meet.
- and other internet applications ( e.g Canva, Mentimeter, Kahoot, Padlet, etc)

**Other:**

- Full driving licence and Passport holder – willing to travel
- Valid DBS check
- Vetting status - SV/MV whilst in Police

**Languages:** fluent Welsh speaker

**Professional Group memberships:**

- Women’s network - University of Wales Trinity St David – 2021 to present
- National Association of Retired Police Officers – 2017 - present
- 2010-2017 Chair of Regional Financial Investigators Working group
- 2010 – 2017 Member of National Financial Investigators Working group

**References:** Can be provided upon request

### 3. Job Description



| JOB DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vacancy reference:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 50815                                                                                                                                                                                                                                                                                       |
| <b>Job Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lecturer in Policing<br>To include - Programme manager, Teacher, Administrator, Problem solver, Team member, Student supporter, Mentor, Member of University Groups, Researcher, Designer, Recruiter, Student, Communicator, Collaborator, Project manager, Assessor, Mediator, Counsellor. |
| <b>Institute/Department:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Institute of Management and Health                                                                                                                                                                                                                                                          |
| <b>Grade/Salary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade 7/ £37,474 to £43,414 per annum pro rata                                                                                                                                                                                                                                              |
| <b>Hours/FTE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 18.5 hours per week/ 0.5 FTE<br>40+ hours a week                                                                                                                                                                                                                                            |
| <b>Contract type:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Permanent                                                                                                                                                                                                                                                                                   |
| <b>Location:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Swansea campus base, but should be able and prepared to work at home, and at other locations as necessary. On-line and distance learning only.                                                                                                                                              |
| <b>Reporting to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Academic Director (Blue Light Academy)                                                                                                                                                                                                                                                      |
| MAIN PURPOSE OF JOB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                             |
| <p>The post of Lecturer in Policing will be located within the Institute of Management and Health. The post-holder will be under the line management of the Academic Director (Blue Light Academy).</p> <p>The post holder will be responsible for the creation, development, design, and delivery of a number of Policing programmes at both undergraduate and post graduate level. Including Apprenticeship pathways at Level 7.</p> <p>The post holder will be working in or seeking new areas of collaboration with Police forces nationally within the UK and overseas, to propose, develop and deliver programmes designed to meet the needs of professional practice and expertise and will have experience in working in crime investigation, operational policing and operational and strategic leadership at a senior level.</p> <p>The post holder will be expected to plan and deliver academically challenging, relevant, contemporary and appropriate vocational related content incorporating innovative teaching and assessment methods (formative and summative) to develop student's academic competence, together with professional knowledge, understanding and capability. The post holder will be expected to lead on extra-curricular, innovative events to encourage engagement within the policing profession and other law enforcement agencies.</p> |                                                                                                                                                                                                                                                                                             |

The post holder will make a positive contribution to the operational activities of the Institute that will cover areas such as dissertation supervision and support, student recruitment, marketing activities including undergraduate and post graduate events, research seminars and workshops, staff training and professional development within their own specialisms and the wider department remit.

The post holder will offer both academic and pastoral feedback and support to students with due regards to professional standards and the ongoing enhancement of the student experience. The post holder will signpost students to appropriate student support services where required.

#### MAIN DUTIES

- Programme manage both undergraduate (at level 6 – BSc Professional Investigation & BSc Operational Policing) and postgraduate (at level 7 – MSc Policing – Operational & Strategic Leadership) policing and leadership programmes together with the Level 7 Senior Leader Apprenticeship Pathway, in terms of on-line and distance learning delivery ( module ownership and delivery) , recruitment (attendance at both Undergraduate and postgraduate events in person and online) and enrolment of students ( to include: review of student applications, confirm that entry requirements have been met, interview students where required before providing an offer/unconditional offer.; where required request further information/evidence of qualifications; make informed decisions regarding confirmed offers/unconditional offers; ensure that Registry Dept & admissions are kept updated. Problem-solve any issues with regards to Registration and enrolment. Ensure all new students are contacted prior to course enrolment and provided with necessary details as to how to join on-line lessons. Ensure that students are linked to modules undertaken and to class registers.
- Deliver on-line innovative, engaging, practice-led seminars and workshops to a diverse student body. Ensure that students learning needs and learning styles are identified and considered during delivery so as to create an inclusive environment. Encourage student participation and engagement during delivery by providing opportunity for group work or solo tasks and encouraging dialogue through open questions each of which will build upon student strengths and offer opportunity to develop confidence in other styles.
- Create, design and develop teaching materials, assessment methods and criteria, for individual modules or programmes, with a clear awareness and understanding of relevant quality assurance requirements, and to meet different learning styles. Each module should have clear aims and learning outcomes that align to the overall Programme's aim and learning outcomes. Teaching materials should be accessible to all students to inform inclusivity, offered bilingually and should be contemporary and relevant drawing on key areas of current policing and should be subject to continuous review. Assessment methods and criteria should be relevant, varied to be inclusive, and be consistent to the level of learning and clearly scaffold learning between modules. All assessments will be reviewed by the allocated External Examiner and any feedback provided considered. Encourage students to provide module evaluation feedback to inform future reviews.
- Provide teaching and student support at undergraduate and post graduate level, either individually or as a member of a teaching team. Assignment support to be provided to the module cohort and on a one-to-one basis where requested. The role holder will be aware of the University's Student support services and will signpost students accordingly. Where additional learning needs are disclosed the role holder will facilitate initial liaison with student services and ensure any required measures are implemented to assist the student. The role holder will complete mandatory training in relation to safeguarding and PREVENT and any other student welfare focused training when requested.
- Supervise the work of students in a timely, professional, and supportive manner, providing necessary advice on study skills, research methods, assessment, and dissertation work. The

post holder will provide undergraduate and post graduate feedback within 20 working days and postgraduate dissertation feedback within 30 working days. The role holder will ensure that any student work submitted is marked, moderated and subject to External examiner review within the above timeline. Where marks are not agreed between marker and moderator/2<sup>nd</sup> marker, the role holder will arrange a professional meeting to discuss and agree the marks. Formative feedback will be provided to students upon request either written or verbally. The role holder will offer 1/1 support sessions to both Undergraduate and Postgraduate student cohort members during each taught module and offer the opportunity for one draft version of assignments to be reviewed before submission. With regard to research supervision each student at undergraduate and postgraduate will be offered 4 hours of 1/1 support (not time-tabled but agreed in advance) and 6 hours of group support (time-tabled). Summative feedback will be provided to each student by the role holder for each module assignment submitted and will be structured in accordance with the criteria for the particular level (i.e., 6 and 7 – engagement with literature, knowledge and understanding, cognitive and intellectual skills, practical skills; and transferrable skills for life and professional practice). In addition, each student will be directed to areas for future development. Students who fail to meet the required pass mark will be provided with feedback as detailed above, in addition the role holder will offer the student a 1/1 meeting to discuss the feedback and to agree an action plan to assist in developing the students learning so as to meet the required standards. The role holder will monitor the action plan and offer further 1/1 support if required.

The role holder will ensure that all grades are entered onto the SITS database once agreed and in advance of Exam boards being held. In addition, the role holder will record any ad-hoc support/engagement onto MyTSD. The role holder will be responsible for the completion and filing of all documentation within the above processes.

- Offer appropriate advice, feedback, support, and encouragement to students, in both an academic and personal tutor role, to ensure a high-quality student experience. In addition to the detailed support outlined above, the role holder will be a member of the Student & Staff Committee for their discipline and will actively seek student representation for their programmes within that committee. Where teaching commitments allow, the role holder will attend all committee meetings and play an active role in addressing any issues relevant to their programmes and the wider discipline. The role holder will actively seek feedback from students in relation to each module and programme content by way of a questionnaire available within the Virtual learning platform used and review and consider any feedback provided. Furthermore, the role holder will facilitate a meeting between the Programme External Examiner and student cohort once a year so as to provide relevant information to the External Examiner for their annual report.
- Lead on extra-curricular innovative events to encourage student engagement within the legal policing profession. The role holder will consider and develop opportunities for guest speakers to present at seminars/other programme related events so as to enhance specialist knowledge, provide opportunities for professional networking and sharing new and innovative practice.
- Contribute to the development of new, innovative programmes and modules in line with the Institute strategy. The role holder will actively seek new partnerships within the policing and other law enforcement arena to enhance the programme of policing courses available within the UK and overseas. The post holder will identify key personnel and meet to discuss current programmes and offer opportunities to work on new and role specific programmes at their behest.
- Engage in continuing professional development and enhancement, through for example gaining membership of the Higher Education Academy if not already held, through relevant University staff development or through membership of a relevant professional body. The role

holder will be pro-active in seeking opportunities internally within UWTSD to advance personal learning and professional practice – this will be achieved by enrolling on courses advertised on the staff intranet, submitting requests for other professional learning courses and where necessary attending development events in their own time. The role holder will however attend the mandatory staff development activities during the first two weeks of the new academic year.

- Undertake appropriate administrative tasks to ensure the effective operation and management of the curriculum such as student recruitment, programme marketing or programme co-ordination. In addition, the role holder will hold responsibility for all Programme management administrative duties – ensuring all programme handbooks and module directories are updated annually and signed off through the University's Quality Assurance process. Furthermore, the role holder will ensure that all documentation with regards to module assignments (GA36's) are completed together with all Moderation and External Review documents (GA28's) and that any feedback that impacts upon the programme is shared and actioned accordingly. The role holder will ensure that the Virtual Learning environment (VLE) called Moodle utilised by the University contains all module information and its content is accessible to all students and is subject to continuous review. In addition, the role holder will have responsibility for the administration of applications, reviewing applications, decision making and the provision of offers/conditional offers. The role holder will ensure that lessons are time-tabled correctly and that students are aware of when they should attend; the role holder will ensure that the lesson register is completed within 48hrs of being held so as to inform any action regarding student engagement. Any issues regarding attendance or non-engagement will be highlighted by the role holder and arrangements made for the student to be contacted initially by standard letter offering support and including problem-solving any issues in relation to student registry and enrolment, maintaining accurate records of attendance and highlighting any non-engagement concerns and actioning the same. The role holder will be responsible for the accuracy of student profiles for presentation at Exam Boards and will be required to attend all Exam boards where their programmes are discussed. Further administrative duties for the post holder will be in relation to the approval of External Examiners for their programmes – reviewing applications and CV's and liaising with applicants prior to approving applications so as to ensure that application criterion is met, and that applicants experience, and knowledge is appropriate for the role.
- Be an active, enthusiastic, solution focused member of the Institute working collaboratively with colleagues in order to make a positive contribution to the overall culture and environment of the Institute. The applicant will uphold the values of the University and be an ambassador for the University within any external events, collaborations, or groups. They will be a team player, be flexible and willing to take on additional responsibilities when other team members are not available/off work and outside of their normal working hours. They will be a reliable member of the Team, be supportive of new staff assisting them in navigating the organisation and their role. The role holder will be a member of the Blue Light Academy Discipline Board and will attend all meetings, actively engaging and assisting in any workstreams.
- Be an active participant in any curriculum reviews undertaken by the University.
- Lead on the annual review of each programme under the role holder's responsibility and undertake any validation processes required ensuring that any stakeholders views are included within the processes.

#### GENERAL DUTIES

- Fulfil all relevant Health and safety responsibilities **by completing all mandatory Health & Safety training provided by the University and promoting Health & safety responsibilities amongst students.**
- **Complete all required mandatory training on an annual basis – including Safeguarding, PREVENT and those relevant to their professional practice.**
- Adhere to all relevant University policies and procedures.
- Adapt to change and have an ability to acquire new and relevant skills and knowledge by taking appropriate responsibility for own and professional development. **The role holder will possess relevant teaching qualifications and fellowship of the Higher Education Academy together with professional experience within the discipline being taught.**
- Support and promote the University's sustainability commitment and carry out duties in an ethical and responsible manner.
- Operate within the University's agreed Welsh Language Standards; **actively promoting the Welsh Language within programmes delivered, its use amongst colleagues and students and supporting colleagues who are Welsh learners to develop their conversational skills. As a fluent Welsh speaker offer students support through their language of choice and provide bilingual lesson notes and assessments when requested. Be an active member of the Coleg Cymraeg Cenedlaethol , assisting with any promotions or activities within the University.**

**NB** This job description currently applies but duties may be allocated from time to time, which are appropriate to the grade and post, and which are not of a substantial ongoing nature to affect the grading of the post.

#### PERSON SPECIFICATION

The Person Specification focuses on the qualifications, experience, knowledge, skills and competencies required to undertake the role effectively. **You will need to evidence how you meet these requirements in your application, providing examples.**

|                                                       | Essential                                                                                                                                                                                                                                                                                                            | Desirable                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>                                 | <ul style="list-style-type: none"> <li>• A good honours degree in a relevant discipline</li> <li>• A post graduate degree in a relevant discipline <b>or professional practice</b></li> <li>• <b>Experience within a leadership position within law enforcement at an operational and strategic level</b></li> </ul> | <ul style="list-style-type: none"> <li>• 14. Postgraduate teaching qualification – <b>PGCE HE achieved prior to taking up post</b></li> <li>• <b>PHD/Doctorate – currently enrolled.</b></li> <li>• 15. Membership of a relevant professional body – <b>Awarded Fellowship of Higher Education Academy prior to taking up post</b></li> </ul> |
| <b>Experience, Knowledge, Skills and Competencies</b> | <ul style="list-style-type: none"> <li>• Experience in teaching, delivery, assessment across a diverse student body in policing <b>or other law enforcement agencies professional practice together with experience within a leadership position.</b></li> </ul>                                                     | <ul style="list-style-type: none"> <li>• 17. Experience in the design and development of module content.</li> <li>• <b>Experience of establishing module aims and learning outcomes that align to programme requirements, designing module content that</b></li> </ul>                                                                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Knowledge and Experience using e-resources including a willingness to teach by video-link (primarily Microsoft Teams) , VLE ( preferably Moodle) or website delivery.</li> <li>• Experience using innovative approaches to learning and teaching – especially within adult learners, with emphasis on inclusivity and accessibility. Use of internet-based software to utilise for formative learning opportunities (e.g., Kahoot, Padlet)</li> <li>• Possesses excellent organisational and personal management skills – project management qualification or experience.</li> <li>• Proactive and innovative approach to create new learning opportunities –to include informal and formal learning opportunities.</li> <li>• Possesses excellent interpersonal and communication skills – both written and verbally. Ability to adapt to audience needs and use of appropriate language. Experience of presenting at conferences or in front of audiences and to deliver key information succinctly and in a manner that is appropriate and understandable.</li> <li>• Ability to create, deliver in person or virtually, and, develop new opportunities at undergraduate and postgraduate levels within specialist and general policing professional practice.</li> <li>• Engagement in continuous professional development relevant to current role and</li> </ul> | <p>makes use of power-point presentation or other software to deliver relevant and contemporary content to meet aims and outcomes. Ensure that module assessment/s are aligned to the content and that learning is scaffolded; and that both content and assessment is inclusive and accessible to all.</p> <ul style="list-style-type: none"> <li>• Experience of working with a network of policing and law enforcement organisations and individuals at an international level. Promote effective partnership working and networking opportunities.</li> </ul> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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|  | <p>responsibilities – to include formal and informal opportunities.</p> <ul style="list-style-type: none"> <li>• Demonstrable commitment to team working, meeting team goals, proactive in undertaking additional team responsibilities or working collaboratively. Provide peer support to less experienced/new colleagues and supporting their development.</li> <li>• Demonstrable commitment to equality and diversity in working practices and team working, creating and promoting an inclusive environment for colleagues and students.</li> <li>• Willingness to work flexibly to meet role requirements and to undertake additional tasks outside of role profile and allocated hours.</li> <li>• Experience of engagement with External Examiners – recruitment and quality assurance within programmes</li> <li>• Experience of Apprenticeship pathways and End Point Assessments. Knowledge of requirements of pathways, assessments, supervision and support; and documenting processes.</li> <li>• Knowledge of safeguarding processes and procedures and how to report concerns.</li> <li>• Knowledge of PREVENT and how to refer concerns.</li> <li>• Experience of research methodologies and supervision of research students at both level 6 &amp; 7.</li> <li>• Evidence of developing student academic skills.</li> </ul> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Welsh Language</b> | <ul style="list-style-type: none"><li>• Produce bilingual resources – to include lesson content, Moodle content.</li><li>• Undertake ad-hoc translation in class (live-time) to ensure student understanding.</li><li>• Provide opportunity for students to obtain feedback in language of their choice with regards to formative and summative assessments.</li></ul> | <ul style="list-style-type: none"><li>• Ability to communicate through the medium of Welsh (oral and written) – fluent Welsh speaker.</li><li>• Completed Sgiliau Iaith Bilingual Teaching Courses.</li></ul> |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(Source: University of Wales Trinity St. David, n.p.)

#### 4.Training Needs Analysis

|                                                                                                                                            |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job to be analysed:</b> Lecturer                                                                                                        |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                 |
|                                                                                                                                            |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                 |
| <b>Organisational Strategic Priorities:</b>                                                                                                | <b>1.Putting Learners First</b><br><b>2.Excellence in Teaching, Scholarship &amp; Applied Research</b><br><b>3.Creation of opportunities through partnerships</b><br><b>4. A University for Wales</b> |                                                                   |                                                                                                                                                                                                                                                 |
|                                                                                                                                            |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                 |
| <b>Strategic Priority 1 – Putting Learners First</b>                                                                                       |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                 |
| <b>Job Behaviours</b><br><i>Which job behaviours contribute to achieving objectives</i>                                                    | 1. Inclusivity and accessibility for all students<br>2. Developing an appropriate portfolio of programmes<br>3. Prioritise learner health & wellbeing                                                 |                                                                   |                                                                                                                                                                                                                                                 |
| <b>Skills/Knowledge</b><br><i>Which skills/knowledge are required to display the relevant behaviours</i>                                   | <b>Skills/knowledge Level.</b><br><i>What are the required levels of skill/knowledge Level 1 (high) to level 5 (not required)</i>                                                                     | <b>Need for training.</b><br><i>What is the need for training</i> | <b>Training recommendations.</b><br><i>What type of training is required to close skills/knowledge gap</i>                                                                                                                                      |
| 1<br>Knowledge of various additional learning needs.<br>Knowledge of accessibility.<br>Implementation of knowledge into lesson preparation | 1                                                                                                                                                                                                     | High                                                              | <ul style="list-style-type: none"><li>• CPD events – 1hr</li><li>• Formal Accessibility training module – Moodle – 2hrs</li><li>• External conferences/webinars- 1hr</li></ul> <b>Costs:</b> Internal CPD - No cost<br>External – Up to £250.00 |
| 2<br>Knowledge of internal programme development                                                                                           | 2                                                                                                                                                                                                     | Moderate                                                          | <ul style="list-style-type: none"><li>• Peer support from Quality &amp; Assurance Dept – 1hr</li><li>• Programme manager CPD events – 1hr</li><li>• External webinars/internet based- 1hr.</li><li>• Linked in learning – 1hr.</li></ul>        |

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| process from initial idea through to validation.<br><br>Stakeholder training needs analysis.             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                   | <b>Costs:</b> Internal CPD events – No additional Cost<br>External events – Free or up to £250.00                                                                                                                                                                                                                                 |
| 3<br>Knowledge of safeguarding<br>Knowledge of PREVENT<br>Knowledge of internal reporting processes      | <b>1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>High</b><br><br><b>No training required</b>                    | <ul style="list-style-type: none"> <li>• Annual mandatory training modules – 1hr</li> <li>• CPD – 1hr</li> <li>• Staff intranet resources</li> </ul> <b>Costs:</b> Internal CPD events – No additional cost                                                                                                                       |
| <b>Strategic Priority 2 – Excellence in Teaching, Scholarship &amp; Applied Research</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                   |                                                                                                                                                                                                                                                                                                                                   |
| <b>Job Behaviours</b><br><i>Which job behaviours contribute to achieving objectives</i>                  | 1. Achieving Higher Education Academy (HEA) Fellowship<br>2. Provide excellent and stimulating teaching across programmes informed by staff scholarship and professional practice.<br>3. Support learner achievement through high quality digital environment<br>4. Maximise Staff development through professional practice and applied research activities.<br>5. Maintain high academic standards, participate in external assessments of teaching and research excellence |                                                                   |                                                                                                                                                                                                                                                                                                                                   |
| <b>Skills/Knowledge</b><br><i>Which skills/knowledge are required to display the relevant behaviours</i> | <b>Skills/knowledge Level.</b><br><i>What are the required levels of skill/knowledge Level 1 (high) to level 5 (not required)</i>                                                                                                                                                                                                                                                                                                                                             | <b>Need for training.</b><br><i>What is the need for training</i> | <b>Training recommendations.</b><br><i>What type of training is required to close skills/knowledge gap</i>                                                                                                                                                                                                                        |
| 1.<br>Identify appropriate fellowship pathway.<br>Application completion – evidence based                | <b>1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Moderate</b><br><br><b>No training required</b>                | <ul style="list-style-type: none"> <li>• Internal CPD events – 1hr</li> <li>• Moodle tile – non accredited training resources – 2 - hrs</li> <li>• HEA – website-based resources – 1hr</li> </ul> <b>Costs:</b> Internal events – No additional costs<br>External HEA – No cost to access, Cost for Fellowship accreditation £250 |

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| <p>2</p> <p>Keep knowledge of professional practice up to date.</p> <p>Explore innovative ways of learning and teaching</p>                                                                                        | 1 | Moderate | <ul style="list-style-type: none"> <li>• Internal CPD events – 1hr</li> <li>• External conferences/webinars – 1hr</li> <li>• Linked in learning – 1hr.</li> <li>• Team meetings/colleagues</li> </ul> <p><b>Costs:</b> Internal events/CPD – No additional costs<br/>External events – Free or up to £250.00</p>                                                                                           |
| <p>3</p> <p>Knowledge of, and proficiency in use of, digital skills to include:<br/>Microsoft Office A.I.<br/>VLE – Moodle/Hwb<br/>Internet based software (Kahoot, Mentimeter, padlet).<br/>VR/Immersive room</p> | 3 | Moderate | <ul style="list-style-type: none"> <li>• Internal CPD events – 1hr</li> <li>• Digital skills Unit – online training packages = 1hr</li> <li>• AI Staff Awareness – online training package- 2hrs</li> <li>• Informal support from Digital skills Unit</li> </ul> <p><b>Costs:</b> Internal events/CPD – No additional costs</p>                                                                            |
| <p>4</p> <p>Knowledge of Research methods</p> <p>PDR process</p> <p>Academic skills</p> <p>Undertake Doctoral programme of study.</p>                                                                              | 3 | Moderate | <ul style="list-style-type: none"> <li>• Internal CPD events – 1hr</li> <li>• External webinars/conferences – 1hr</li> <li>• Recognised programmes of study including UG/PG and Doctoral: 1 – 6yrs</li> </ul> <p><b>Costs:</b> Internal CPD/events – No additional costs<br/>External events – Free or up to £250.00<br/>Programmes of study (UG/PG/Dr) – see UWTSD Staff Development Policy re: costs</p> |

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| 5<br>Knowledge of and experience of External Examiner role and responsibilities.                         | 4                                                                                                                                                                                                                                                                                                                                                                                             | Low                                                               | <ul style="list-style-type: none"> <li>One/one dialogue with post holders – 1hr</li> <li>JISC website – 1hr</li> </ul> <p><b>Costs:</b> Internet based – No additional costs</p>                                                                                                                                                                                              |
| <b>Strategic Priority 3 – Creation of Opportunities through Partnerships</b>                             |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Job Behaviours</b><br><i>Which job behaviours contribute to achieving objectives</i>                  | <ol style="list-style-type: none"> <li>Enhance portfolio of vocational and technical awards and development of higher- level apprenticeships</li> <li>Increase number of learners studying apprenticeships, including higher- level apprenticeships</li> <li>Maintain number of accredited programmes developed in collaboration with employers or in response to employer demand.</li> </ol> |                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Skills/Knowledge</b><br><i>Which skills/knowledge are required to display the relevant behaviours</i> | <b>Skills/knowledge Level.</b><br><i>What are the required levels of skill/knowledge Level 1 (high) to level 5 (not required)</i>                                                                                                                                                                                                                                                             | <b>Need for training.</b><br><i>What is the need for training</i> | <b>Training recommendations.</b><br><i>What type of training is required to close skills/knowledge gap</i>                                                                                                                                                                                                                                                                    |
| 1.<br>Knowledge of Apprenticeship pathways and processes and EPA                                         | 1                                                                                                                                                                                                                                                                                                                                                                                             | High                                                              | <ul style="list-style-type: none"> <li>Informal training through UWTSD Apprenticeship Unit – 1h</li> <li>Internet based research on relevant websites – 1hr</li> </ul> <p><b>Costs:</b> Internal resources – No additional costs</p>                                                                                                                                          |
| 2.<br>Marketing and communication skills                                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                             | Moderate                                                          | <ul style="list-style-type: none"> <li>Informal training – one/one support and guidance from marketing Dept regarding strategy – 1hr</li> </ul> <p><b>Costs:</b> Internal resources – No additional costs</p>                                                                                                                                                                 |
| 3.<br>Knowledge and skills of UWTSD programme development and processes.                                 | 2                                                                                                                                                                                                                                                                                                                                                                                             | Moderate                                                          | <ul style="list-style-type: none"> <li>Informal training through Quality &amp; Assurance Department around processes – 1hr</li> <li>Viewing previous applications for new programmes- 1hr</li> <li>Introductory Project management training – 1 day</li> <li>Training needs analysis – webinars and internet-based research – 1hr</li> <li>Linked in learning -1hr</li> </ul> |

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| Addressing stakeholder needs                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                       |                                                                   | <b>Costs:</b> Internal resources – No additional costs<br>External resources – Free or up to £250.00                                                                                                                                                                                                                                                                                                    |
| <b>Strategic Priority 4 – A University for Wales</b>                                                                                                                                                                                                                                                |                                                                                                                                                                                                       |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Job Behaviours</b><br><i>Which job behaviours contribute to achieving objectives</i>                                                                                                                                                                                                             | 1. Develop and enhance commitment to embed sustainability in the curriculum and in university activities.<br>2. Provision of bilingual programmes and opportunities to study through medium of Welsh. |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Skills/Knowledge</b><br><i>Which skills/knowledge are required to display the relevant behaviours</i>                                                                                                                                                                                            | <b>Skills/knowledge Level.</b><br><i>What are the required levels of skill/knowledge Level 1 (high) to level 5 (not required)</i>                                                                     | <b>Need for training.</b><br><i>What is the need for training</i> | <b>Training recommendations.</b><br><i>What type of training is required to close skills/knowledge gap</i>                                                                                                                                                                                                                                                                                              |
| <b>1.</b><br>Knowledge and understanding of main environmental risks and opportunities, compliance obligations and drivers for change, improving environmental performance, understanding of potential impact on environment and sustainability. Aligning and embedding sustainability knowledge to | <b>3</b>                                                                                                                                                                                              | <b>Moderate</b>                                                   | <ul style="list-style-type: none"> <li>• Online accredited training course (external provider) – 1 day</li> <li>• CPD events – 1hr</li> <li>• Linked in learning – 1hr</li> <li>• External Webinars – 1hr</li> </ul> <b>Costs:</b> External provider re: accredited courses – currently offering Free courses<br>External resources – Free or up to £250.00<br>Internal CPD events – No additional cost |

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| programme content and delivery                                                                                               |          |                                                |                                                                                                                                                                       |
| <b>2.</b><br>Knowledge of Bilingual language teaching methodology. Embedding bilingualism into lesson content and resources. | <b>1</b> | <b>High</b><br><br><b>No training required</b> | <ul style="list-style-type: none"> <li>Sgiliaith Bilingual Teaching Course – 1 day</li> </ul> <b>Costs:</b> External provider – currently no cost (Welsh Govt funded) |

*(Template adapted from Van Vulpen, aihr.com. n.d.)*

## 5. Personal Development Plan

| Area of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How will it be achieved?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Who can provide support?                                                                                                                   | Timeline                                                                                                                                          |
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| <b>Professional Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                            |                                                                                                                                                   |
| <b>Objective 1 – Artificial intelligence (AI) – this aligns with UWTSD strategic priority 2 “Excellence in Teaching, Scholarship and Applied Research”.</b>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                            |                                                                                                                                                   |
| <p>I currently feel that I don't know enough about AI, its benefits, and challenges in general but also specifically its role within my teaching practice. With better knowledge and understanding I will be able to confidently utilise and embed its tools into my planning, preparation and teaching. Furthermore, a better understanding will allow me to better inform and support my students in its correct use.</p> <p><b>Action required: Update my knowledge and skills in this area, by completing online internal training module.</b></p> | <p>This will be achieved as follows:</p> <p>a. I will sign up to the AI Learning community on Moodle.</p> <p>b. UWTSD have 2 guidance documents available on Moodle which provide – (1) General Guidance to All Staff regarding the use of AI tools in our work and (2) Guidance for the use of AI in learning and Teaching to support learners including assessment.</p> <p>I will read both documents.</p> <p>c. UWTSD provide an online training package for staff in relation to AI. – I will undertake the staff training which consists of a number of online interactive units, some of which have tests attached which will support my learning. I will complete all training units, which when completed will be recorded on Moodle as 100% completed.</p> | <ul style="list-style-type: none"> <li>AI learning community ( Teams group)</li> <li>Staff Development Unit</li> <li>Colleagues</li> </ul> | <p>I aim to complete this as follows:</p> <p>a – immediately.</p> <p>b &amp; C - by the beginning of the next academic year – September 2025.</p> |

| <b>Objective 2. Apprenticeship Pathways at L7 – this aligns with the UWTSD Strategic priority 1 – “Putting Learners First” and Priority 3 – “Creation of opportunities with Partnerships”.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>I have recently developed a L7 Senior Leader Apprenticeship pathway as part of my portfolio of programmes, within which I have embedded the MSc Policing (Operational &amp; Strategic Leadership). The programme was devised in collaboration with Police Forces to bridge a gap in professionalising policing practice.</p> <p>I have little knowledge of the apprenticeship process, its different stages, and its end point assessment (EPA).</p> <p>I need to have a good understanding in order to advise, guide and support my student cohorts to successfully complete process.</p> <p><b>Action Required:</b><br/> <b>To have a good understanding of the apprenticeship process, how the EPA works and how best to align the process and EPA to the academic learning.</b></p> | <p>This will be achieved as follows:</p> <ol style="list-style-type: none"> <li>Undertake proactive research in relation to apprenticeships in England and Wales to enhance knowledge and understanding.</li> <li>Arrange a meeting with UWTSD Apprenticeship Unit to map out the Apprenticeship ( L7) journey aligned to the MSc Policing (O&amp;SL).</li> <li>Meet with nominated EPA awarding body to understand their assessment requirements and processes so that I can support my learners.</li> <li>Create lesson around the requirements of the EPA to deliver to students in advance of EPA stage of pathway. Support lesson with resources: infographic/aide memoir etc.</li> <li>Align EPA to MSc assessment document (GA36)</li> </ol> | <ul style="list-style-type: none"> <li>UWTSD Apprenticeship Unit</li> <li>Nominated Apprentice liaison officer.</li> <li>Apprentices</li> <li>EPA Awarding body (nominated person).</li> </ul> | <p>I aim to complete this as follows:</p> <ol style="list-style-type: none"> <li>Initial research on Gov websites and other relevant websites by 01.01.25; on-going thereafter for any changes</li> <li>In progress - Initial Meeting held with Apprenticeship Unit in October to map out process and align to MSc. Further meeting scheduled for 03.04.25.</li> <li>In progress - Meeting held with EPA awarding body on 04.03.25. Further meeting scheduled for 03.04.25.</li> <li>Lesson plan in relation to EPA to be completed by 30.08.25. Lesson resources (including ppt and suggested reading list, aide memoir etc) by 30.09.25.</li> <li>EPA details to be aligned to MSc assessment document by 30.09.25.</li> </ol> |

| 3. Seek a Senior Lecturer position - this aligns with UWTSD strategic propriety 2 – “Excellence in Teaching, Scholarship and Applied Research”.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>I have been a lecturer with HE for five years and worked with three different Universities and I have been a programme manager for the last three years.</p> <p>I am an ambitious individual and feel that I am now ready to advance my career to Senior Lecturer and thereafter a leadership position. As part of this career path, I wish to secure a position as an EE as this will enhance my CV and provide further professional experience.</p> <p>I also wish to secure a place on the Aurora Leadership Programme so that I can develop and explore HE related leadership issues in relation to roles and responsibilities for future positions. In a previous career I was a manager and leader for over 25 years and feel that although I have experience and skills, they are not HE specific which would be more advantageous for my progression.</p> <p><b>Action required:</b><br/> <b>Secure Senior Lecturer position within UWTSD or elsewhere.</b><br/> <b>To enhance professional experience to prepare for career advancement</b></p> | <p>This will be achieved as follows:</p> <ol style="list-style-type: none"> <li>Highlighting my desire for advancement with my Academic Director and recording the same on my annual PDR.</li> <li>Reviewing Job descriptions for senior lecturers to identify any professional experience or qualifications that I do not currently have and that may assist in my career advancement.</li> <li>Proactively seeking opportunities to be an External Examiner within other HE Organisations and applying for same to enhance CV and professional experience.</li> <li>Apply for the Aurora Leadership programme when advertised by UWTSD and commit to completing the same.</li> </ol> | <ul style="list-style-type: none"> <li>Academic Director</li> <li>Network of personal contacts (including EEs)</li> <li>Colleagues</li> <li>HR/Staff Development Unit</li> </ul> | <p>I aim to complete this objective as follows:</p> <ol style="list-style-type: none"> <li>In progress - PDR meeting with Academic Director held and PDR updated with desire to progress to Senior lecturer.</li> <li>In progress – to be completed by 30.08.25 to identify any training/experience needs for new academic year especially where cost involved.</li> <li>I will sign up to JISC website where EE vacancies are advertised – to be completed no later than 30.05.25. I will liaise with colleagues, and the EE’s I currently liaise with to gain an understanding of the role – to be completed by no later than 30.08.25.</li> <li>Successfully securing a place, on the Aurora Programme and</li> </ol> |

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| <i>seek External Examiner opportunities and apply for Aurora Leadership Programme when advertised.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                 |                                                                                                       | completing it during 2025/2026.                                                                                                                                     |
| <b>Objective 4 – Sustainability – this aligns with UWTSD Strategic Priority 4 – “A University for Wales”.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                 |                                                                                                       |                                                                                                                                                                     |
| <p>UWTSD is committed to embedding sustainability in the curriculum and within every relevant area of the University’s business.</p> <p>My knowledge of what is sustainability and, its significance to Higher Education and what part I can play in assisting my organisation to achieve its commitment is very poor. I believe that by enhancing my knowledge and understanding I may then be able to develop my student’s values and behaviours in the area.</p> <p>With gained knowledge I will be in a position to consider aspects of my programmes within which I can embed education around sustainability for future leaders.</p> <p><b>Action required:</b><br/><b>To undertake formal training in relation to environmental sustainability</b></p> | <p>This will be achieved by:</p> <ol style="list-style-type: none"> <li>Applying to attend an environmental sustainability skills course which is currently being offered to staff through Coleg Sir Gar.</li> <li>Successfully complete the course.</li> </ol> | <ul style="list-style-type: none"> <li>Coleg Sir Gar</li> <li>UWTSD Staff Development Unit</li> </ul> | <ul style="list-style-type: none"> <li>Apply for Course by 31.03.25 through Coleg Sir Gar</li> <li>Attend on-line course scheduled for 15.04.25 and pass</li> </ul> |

| Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Objective 1 - Successfully complete year 1 of D/Prof programme – this aligns with UWTSD strategic priority 2 “Excellence in Teaching, Scholarship and Applied Research”.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>I have successfully secured a place on the D/Prof Programme fulfilling a long- held ambition to do a doctorate.</p> <p>I am aware that to be successful in year one, (and beyond) I will have to undertake 3 modules of learning each with an assessment to submit. In order to be successful, I will have to achieve over 50% in each assignment.</p> <p>Time management will be an issue for me as I am undertaking the programme alongside my job as a lecturer and programme manager and family / caring commitments. My teaching programmes align to the D/Prof in that my students’ assignments are due in the same time as my assignments for the D/Prof – extra support will be required by my students which will eat into my personal time and study time. I will have to time manage this effectively to not cause myself stress.</p> | <p>This will be achieved as follows:</p> <ol style="list-style-type: none"> <li>Once dates of assignment submissions are known, diarise so that I can begin to manage my time better and avoid too many professional and personal commitments in lead up to submission deadlines.</li> <li>Plan assignment submissions. Utilise opportunities to submit draft work for formative feedback in order to improve content before submission.</li> <li>Review and utilise summative feedback from assignments to develop/improve academic skills for next assignment.</li> <li>Attend all module lessons where work commitments allow.</li> <li>Seek support from module tutors if required online or 1/1.</li> <li>Review performance at end of academic year and reflect on learning experience highlighting any areas of development and strengths</li> </ol> | <ul style="list-style-type: none"> <li>Module tutors</li> <li>Peers</li> <li>Student services</li> </ul> | <p>I will aim to complete this objective as follows:</p> <ol style="list-style-type: none"> <li>Diarise each assignment at beginning of each module together with cut off dates for draft submissions. January 2025, April 2025 &amp; July 2025.</li> <li>Use preferred method of assignment planning. Aim to submit a draft version no later than 7-10 days before submission deadline so that any remedial work can be done.</li> <li>Upon release of Turnitin grade and feedback – print off copy of feedback, and review. Highlight any areas of development. Complete within 1 week of receipt.</li> <li>Diarise scheme of learning upon receipt at beginning of each module – October,</li> </ol> |

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| <p>I must ensure that I celebrate each success so that it boosts my confidence and belief that I can <i>succeed</i> and obtain the award of Dr.</p> <p><b>Action:</b><br/> <i>Plan and prepare for each module assignment. Aim to achieve over the pass mark in each module assignment.</i></p> |  |  | <p>February &amp; July 2025.<br/>         Avoid any unnecessary work commitments to allow attendance.</p> <p>e. Tutors are available online/ email if required.</p> <p>f. Diarise time in late August 2025 to review results and reflect on learning strengths and action plan any areas of development.</p> <p>Celebrate each success!</p> |
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(Source: Template adapted from University of Wales Trinity St David, n.p.)

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