



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

200
1822 - 2022

Fframwaith Arfer Proffesiynol

Professional Practice Framework

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

www.uwtsd.ac.uk



Tiwtoriaid / Tutors

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Cyflwyniadau / Introductions



Our intention for this presentation:

- **Overview of UWTSD**
- **Overview of module**
- **Introduction to the LRC – Lisa Ellis**
- **Portfolio components**
- **RPEL PL3b claim**
- **UWTSD support**
- **Start BMPF4000D / BMPF7080D module**

Initial concerns / thoughts / questions?



Gwybodaeth am y Brifysgol - *Information about the University*

- **Campysau: / Campuses:**
Carmarthen; Lampeter; Swansea;
Cardiff; London; Birmingham
- **Sector Ddeuol / Dual sector**
- Importance of **work-based learning**
provision and your **entitlements as**
a student
- www.pcydds.ac.uk /
www.uwtsd.ac.uk



Module, Credits, Word Counts, Assessment





Recognition and Accreditation of Prior Learning (RAL)

Aims

To enable the student to:

- Compile a claim for academic credit based on prior learning.
- Evaluate and reflect (critically – level 7) upon their own learning experience.



Recognition and Accreditation of Prior Learning' (RAL)

Level 7 - Learning Outcomes

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

- **reflect** on a portfolio of evidence that supports a claim for academic credit, **accurately reflecting on their learning experience**;
- develop a vocabulary to **define their own learning**, and **relate this learning** to the University's **assessment criteria**;
- **critically analyse, evaluate and justify** their higher level learning experience; (L4 - identify and reflect on their learning experience;)
- **critically evaluate a range of concepts, models and theories** that underpin their own working practices and principles.



Recognition and Accreditation of Prior Learning' (RAL)

Level 4 - Learning Outcomes

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

- **reflect** on a portfolio of evidence that supports a claim for academic credit, **accurately reflecting on their learning experience**;
- develop a vocabulary to **define their own learning**, and **relate this learning** to the University's **assessment criteria**;
- Identify and **reflect** on their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin their own working practices and principles.

ASSESSMENT – part 1

Total credit claim to be discussed with each individual



The portfolio will consist of:

- an **annotated CV** describing the learner's work-based activities;
- an **annotated job description**;
- a **portfolio of learning experience** supported by evidence and academic underpinning.



Assessment – part 2 (20 credits)

The **reflective essay** will be based on your portfolio

- Level 7 – BMPF7080D - 5000 words
- Level 6 – BMPF6046D - 4000 words
- Level 4 – BMPF4000D - 3000 words



RECOGNITION AND ACCREDITATION OF LEARNING PORTFOLIO

FRONT SHEET

CLAIM FORM

INDEX

CURRICULUM VITAE

JOB DESCRIPTION

LEARNING AREA

LEARNING AREA - EVIDENCE

LEARNING AREA

LEARNING AREA - EVIDENCE

REFLECTIVE ESSAY

Activity:

**In your view,
what is
experiential
learning?
Examples?**



The RAL Learning Tree

Questions to consider

How do I identify
experiential learning?

How can I evidence my
experiential learning?





Activity and discussion

Review your identified strengths and achievements in order to identify Learning Areas and Learning Outcomes.

Break - 10 mins (TBA)



Learning Areas

- Learning Outcomes (LOs)

(approx. 4 LOs for a 40-60 credit claim)

- Reflective account of the learning acquired

- Supported by evidence & academic underpinning

Title of Learning Area:	
Amount of Credit Claimed:	_____
Credit level:	_____
1. Learning achieved / identified:	
Note: - This is what you have learnt / can do. This is what you will claim credit for; the claim for credit will need to be substantiated by the learning identified. If it helps begin the sentence with, I have learnt to ... or I know how to ... this might help in identifying what you have learnt. Keep each area focussed. Once you have identified learning achieved, it will help the process of reflection and identifying evidence. You can, of course, return to these to adapt / develop as the need arises.	
2. Analysis of Learning and Relationship to Evidence:	
• Description of what you do. An explanation, which will ensure that the reader can understand the context of the learning, the level of the learning and be able to identify the learning in relation to the workplace. • Analysis of the learning – the why? What? How? When? Where? <u>in</u> relation to the learning outcomes, (see 1 above). Identify knowledge, understanding and skills. • Reflection on the learning. Use some of the theories / models provided in the handbook to work through the outcomes. You can reflect and analyse focussing on one outcome at a time or on one activity at a time related to the outcomes. • Support your analysis by evidence of reading on the subject.	

Homework

Portfolio: Annotated CV

Review RAL Module Handbook and prepare a draft of CV.

Key point – Remember to use a
different colour font when annotating.



Homework

Portfolio: Annotated Job Description
Review RAL Module Handbook
and prepare a draft of JD.

Key point – Remember to use a
different colour font when annotating.



Support



Support

- RAL Mentor
- Feedback
- Tutorials (Phone / Teams / Zoom)
- RAL Drop-in sessions and Learner Cafes
- Moodle
- Student Services
- Optional – set up a What's app group



UWTSD Student Services



On-line support available

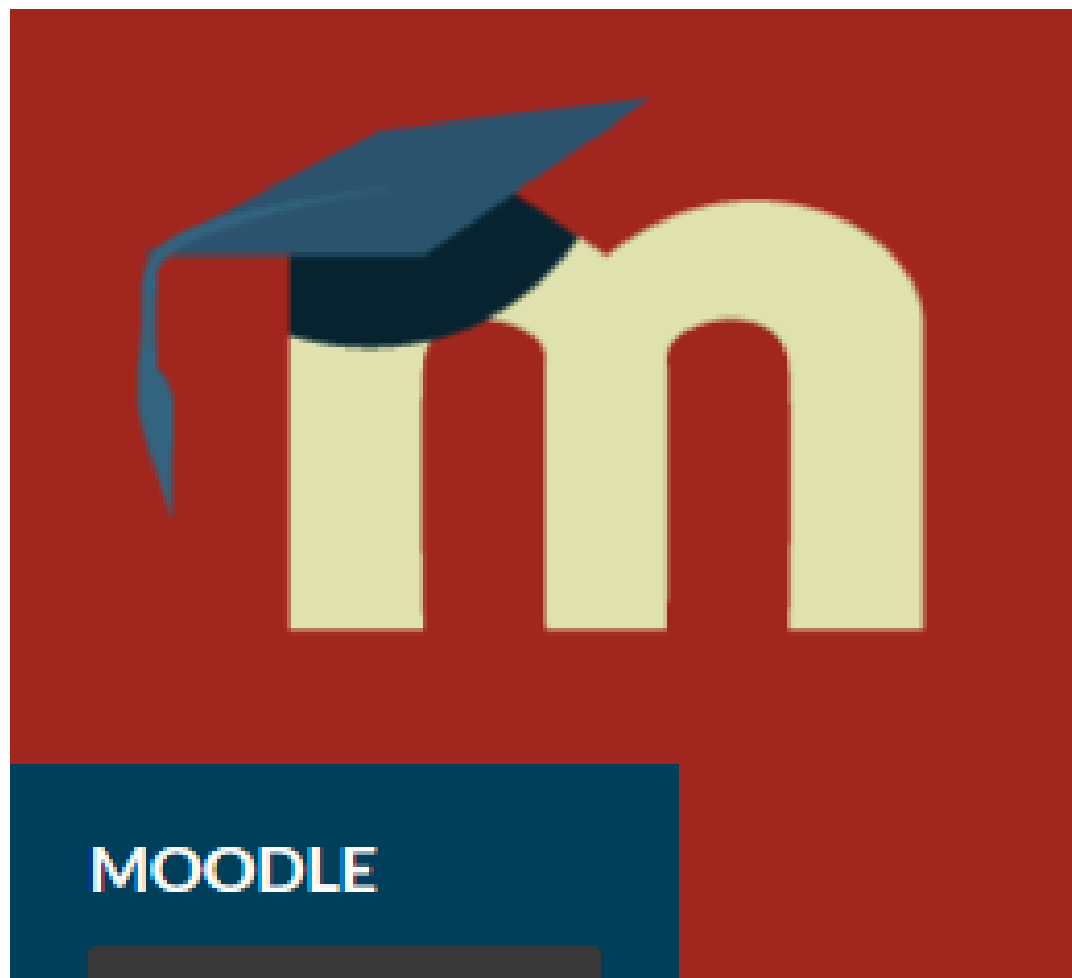
BMPF4000D

BMPF6046D

BMPF7080D

Recognition and
Accreditation of
Prior Learning

www.uwtsd.ac.uk



Staff » Hub x Students » Hub x Course: Continuing Professional x

uwtsd.myday.cloud/dashboard/student

hub Students PERSONALISE

Send feedback

DASHBOARDS

Students

Help & Report

Staff

APPS

CORONAVIRUS INFORMATION

Mail

My Timetable

OneDrive

O365 | Apps

CORONAVIRUS INFORMATION
EMERGENCY NOTICE

Moodle

Library
Resonant Leadership : renewing
yourself and connecting with
others through mindfulness,
hope, and compassion

STUDENT
hub
MYFYRWYR

My Student Record | MyTSD

Help Desks & Report Issues

COR
UPDA
Click here

Academic Support

Financial Support

Student Life

Health & Wellbeing

Forms

My Balances
£0.00
Library

Students' Union

FAQ's

[Students » Hub \(myday.cloud\)](#)

Library InfoSkills

Finding and Using Information

Progress: 0 / 14

Referencing

Progress: 0 / 7

Copyright

Progress: 0 / 2

Researchers

Progress: 0 / 2

Referencing and Artificial Intelligence

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



Referencing handbooks

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



RefWorks

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

You can use Generative AI for:

Research

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

Structure

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

Proofreading

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

You cannot use Generative AI for:

Writing

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

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

Rephrasing

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

Creative materials

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

Programming

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

Documentation requirement

You must:

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

Reflective Journal



Afternoon individual activity

Start developing your Reflective Journal



Activity

Q. What do you hope to achieve by undertaking the module?

Q. What are your initial thoughts/concerns about the module?

Homework – Part 1





Homework – Part 1 – developing reflective writing

Choose one of your identified strengths or achievements, choose a reflective model, such as Gibbs, Kolb, Schon, Dewey, Jasper, Driscoll to structure your answer, and write 500-700 words about the strength or achievement.

Homework – Part 2





Homework – Park 2: InfoSkills – Plagiarism and Referencing

<https://moodle.uwtsd.ac.uk/course/view.php?id=11455§ion=2&singlesec=2>

Homework – Part 3



Homework – Part 3

Portfolio: Annotated CV and JD

Review RAL Module Handbook and prepare a draft of CV and JD.

Key point – Remember to use a **different colour font** when annotating.



Timescales



Timescales

15th October 2025 – Day 1 - RAL Induction

Module Assessment

Curriculum Vitae & Job Description

18th November 2025 – Day 2

Learning Areas

By day 2:

Initial draft of annotated CV & JD

500-700 words of reflection on your strengths / achievements

**Complete - InfoSkills – Plagiarism and Referencing or
attend learner cafés**

Timescale

Day 3 – 2/3 months prior to final submission date
Reflective Essay and submission process

(Induction through to submission – Monthly tutorials)

Submission deadline to be confirmed via email

Drop-in sessions:

20th October – Tutorial Day

3rd November – Tutorial Day

10th November – Tutorial Day

17th November – Tutorial Day

1st December – Tutorial Day

8th December – Drop-in sessions

12th January – Drop-in sessions

19th January – Tutorial Day

26th January – Tutorial Day

2nd February – Tutorial days

9th February – Drop-in sessions

23rd February – Tutorial Day

2nd March – Tutorial Day

9th March – Drop-in session

16th March – Tutorial Day

23rd March – Tutorial Day

13th April – Drop-in session

Learner café - Lunchtime learning dates and links

Title	Date	Link
Introduction to the Online Library and Support	15 th October 1.30 (during RAL induction)	
Referencing and AI	7th November 1-2pm	To follow via email
Advanced Searching	19th November 12-1pm	To follow via email
RefWorks	14 th January 1-2pm	To follow via email



Next steps:

1. Start reflective journal – this afternoon
2. Draft and **annotate** CV & JD/s **using different colour font**
3. Develop reflective writing (500 – 700 words)
4. InfoSkills on Plagiarism and Referencing
5. Consider ‘themes’ for your Learning Areas

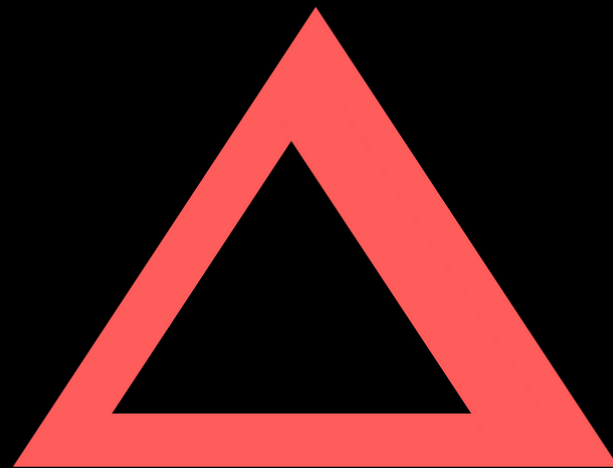
Introduction to the library with Lisa Ellis



Gwerthusiad – Plws / Delta

Evaluation – Plus / Delta

WORKED WELL



NEEDS TO CHANGE

Diolch / Thank you