



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**
- **Academic writing and plagiarism**
- **Portfolio components**
- **RPEL PL3b claim**
- **UWTSD support**
- **Start BMPF7080D/6000D module**

Initial concerns / thoughts / questions?



Gwybodaeth am y Brifysgol - *Information about the University*

- Campysau: / *Campuses:*
Caerfyrddin / Carmarthen; Llambed / *Lampeter*; Abertawe / *Swansea*; Caerdydd / *Cardiff* (WIAV); Llundain / *London*
- Sector Ddeuol / *Dual sector*
- Pwysigrwydd darpariaeth dysgu seiliedig ar waith a hawliau dysgwyr / *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 upon their own learning experience.



Recognition and Accreditation of Prior Learning' (RAL)

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;
- **critically evaluate a range 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 – 5000 words / Level 6 - 4000 words

You will be expected to -

- Analyse, synthesise and critically evaluate the learning experiences that you have gone through whilst completing your portfolio
- Identify opportunities for using this learning to develop your own working practice and that of others in your workplace.



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 (Miro)

Review your identified strengths and achievements in order to identify Learning Area's and Learning Outcomes.

Learning Areas

- Learning Outcomes (LOs)
(approx. 4 LOs for a 50-60 credit claim)
- Reflective account of the learning acquired
- Supported by evidence

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/Skype/Teams)
- RAL Drop-in sessions and Learner Cafes
- Moodle
- Student Services

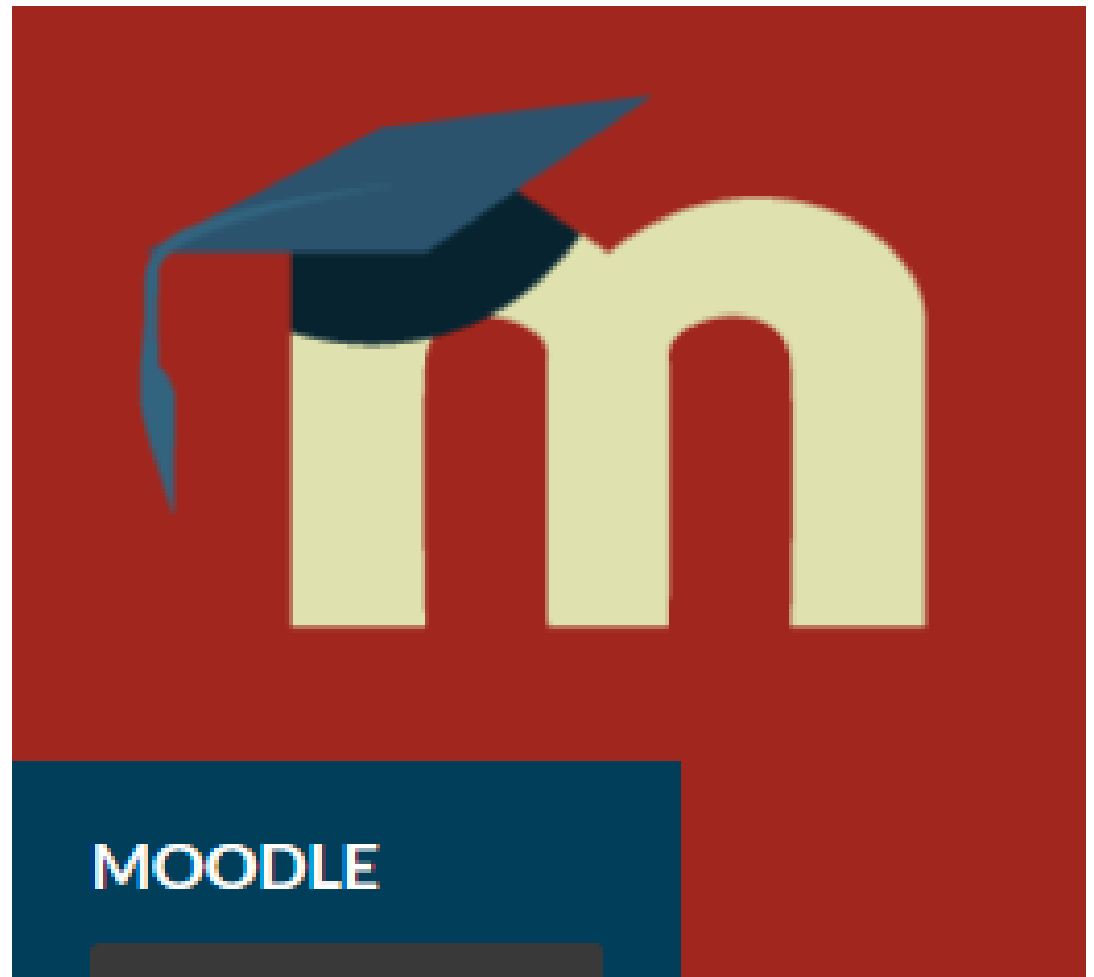


On-line support available

BMPF7080D/6000D

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

0365 | 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 \(myday.cloud\)](#)

Plagiarism and Referencing



Diffiniad o Lên Iadradd

Plagiarism defined

“...uses words, ideas or work products, attributable to an identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in which there was a legitimate expectation of original authorship, in order to obtain benefit, credit or gain”.

Fishman, 2010

Sut ddylid cyfeirnodï?
So how should I cite this?

Fishman, T. (2010) *dyfynwyd yn* / cited in
Fearn, H. 'Is it plagiarism? Well it is rather
difficult to say.' [*Ar lein* / Online], Available:
[http://www.timeshighereducation.co.uk/41](http://www.timeshighereducation.co.uk/412292.article)
[2292.article](http://www.timeshighereducation.co.uk/412292.article) [*29 Ebrill 2013* / 29 April
2013]

RHAI ENGHREIFFTIAU

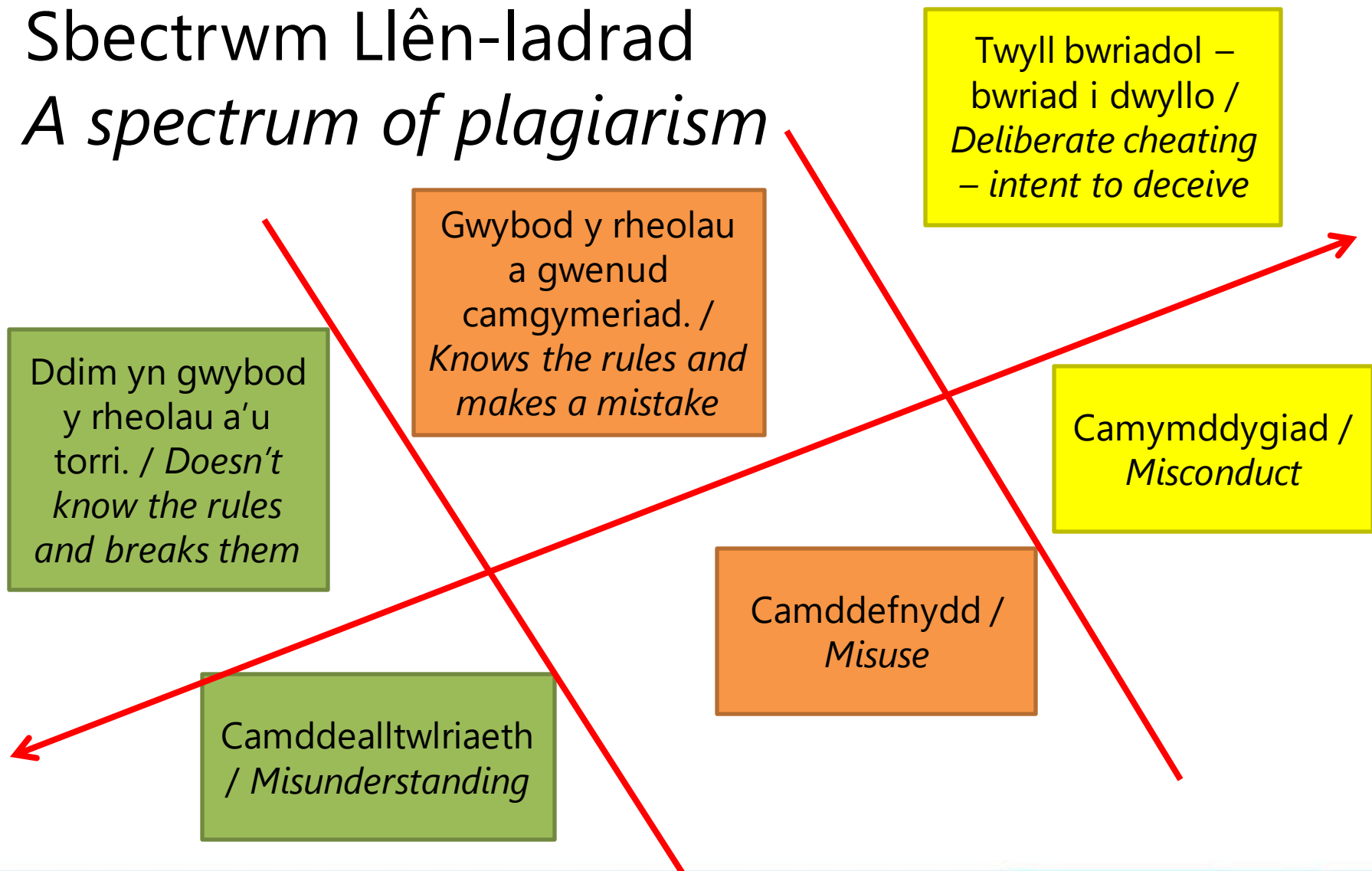
- Copïo heb ddangos mai copi yw e.
- Talu rhywun arall i wneud drosoch.
- Dim danogs eich ffynonellau (gair neu weithred) yn ddigon clir.
- Gweithio gydag eraill a dim cydnabod rhannu'r gwaith

SOME EXAMPLES

- Copying without showing it is a copy
- Paying someone to do it for you
- Not showing your sources (words and work) transparently enough
- Working closely with others and not acknowledging the shared work

Sbectrwm Llên-ladrad

A spectrum of plagiarism



Cyfeirnoddi Harvard

7 Cwestiwn

Mae cyfeirnod yn gyflwan pan fyddwn yn gwybod:

- Pwy ysgrifennodd / olygodd y gwaith?
- Pryd y cyhoeddwyd ef?
- Beth yw ei enw?
- Beth yw'r ffynhonnell (llyfr, erthygl, gwefan)?
- Ble cyhoeddwyd ef?
- Pwy gyhoeddodd ef?
- Ar ba dudalen mae'r deunydd y cyfeiriwyd ato?

Harvard Referencing

7 questions

A reference is complete when we know:

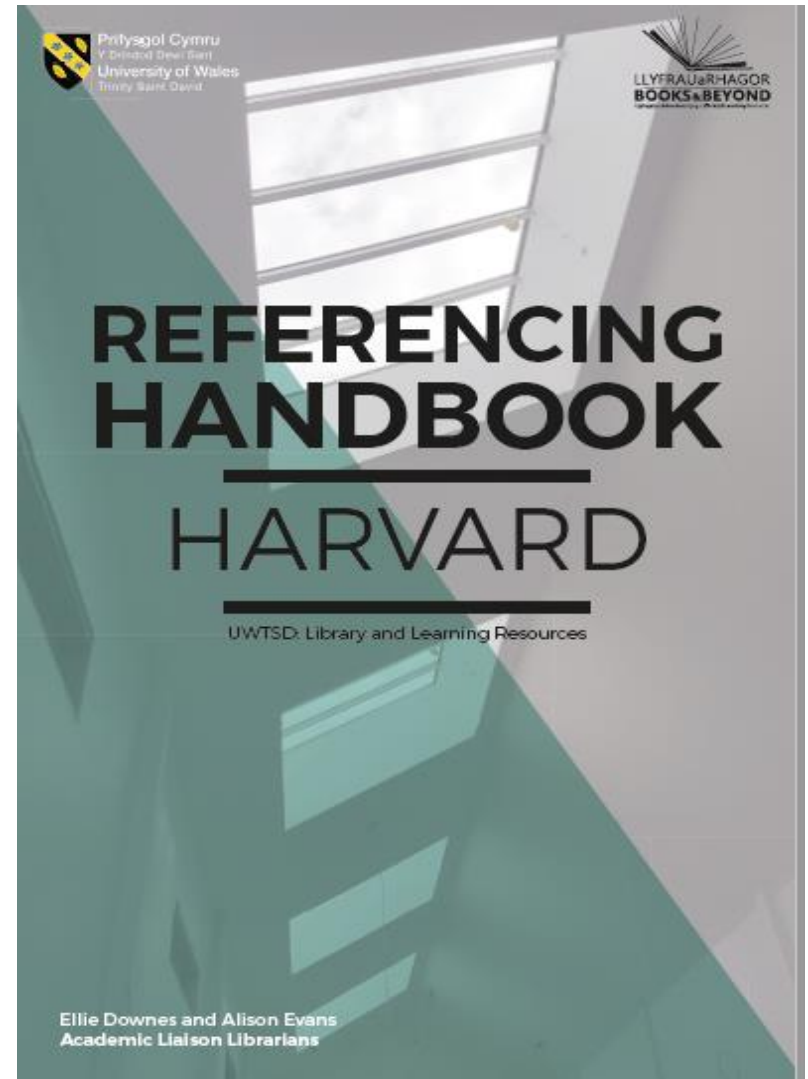
- Who wrote it or edited it?
- When was it published?
- What's it called?
- What kind of a source is it (book, article, website)?
- Where was it published?
- Who published it?
- What page is the relevant material on?

Referencing guide

There is plenty of conflicting or out-of-date advice and software available.

The handbook provides you with the basic principles of referencing and plagiarism, how to get support and what additional resources you can make use of.

[Harvard Referencing Tips Video](#)





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 – 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.

Submit via email by 21st of February 2024.

Timescales



Timescales

31st January 2024 – Day 1 - RAL Induction
Module Assessment
Curriculum Vitae & Job Description

6th March 2024 – Day 2
Learning Areas

4 weeks following Day 1
Submit initial draft of annotated CV & JD, 500-700
words of reflection on your strengths / achievements

Timescale

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

(February 2024 through to submission – Monthly tutorials)

Submission deadline to be confirmed via email

Drop-in sessions:

20th February – 2pm

19th March – 2pm

16th April – 2pm

14th May – 2pm

11th June – 2pm

9th July – 2pm



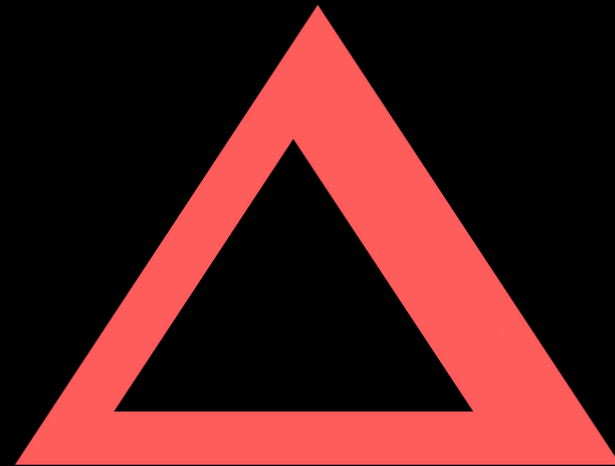
Next steps:

- Start reflective journal
- Draft and annotate CV & JD/s
- Homework – developing reflective writing (500 – 700 words)
- Consider ‘themes’ for your Learning Areas

Gwerthusiad – Plws / Delta

Evaluation – Plus / Delta

WORKED WELL



NEEDS TO CHANGE

Diolch / Thank you