



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

The Wales Academy for Professional Practice and Applied Research

www.uwtsd.ac.uk/wappar

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OUR VISION

A warm welcome to the Wales Academy for Professional Practice and Applied Research at the University of Wales Trinity Saint David (UWTSD). We are passionate about providing professional development that:

- supports people to flourish and to make a significant contribution to their organisation;
- develops their career aspirations;
- recognises their past experience and learning and
- provides academic credentials that evidence their achievements.

We work with organisations to get the most impact from their training budgets as well as individuals seeking degrees from undergraduate to doctorate. Our unique methods of delivery mean our service can be provided in a timely and cost-effective manner tailored to the needs of the learners and/or organisation.

- You can undertake our modules either fully on-line or through a mix of workshops and on-line support;
- You do not have to attend evening classes or regular sessions – our provision can all be through day workshops and/or individual tutorials at your workplace when you are part of a cohort;
- You or your organisation identify the mix of modules that makes sense for what you want to achieve;
- You will have a personal tutor who you can contact if you need help or support.

We understand that our learners may feel a little nervous with academic skills such as writing, however we pride ourselves on the excellent support we provide in order to alleviate any concerns. We design our programmes to give you all the skills you need to study from the outset and make sure you also know how to access all the support available within the University such as study skills, libraries, workshops and seminars as you progress.

We are confident that with over 2,000 graduates from our programmes we can provide work-relevant development that meets your needs; allowing you to achieve what you want from your career and enhance your impact on your organisation.

Dr Annette Fillery-Travis

*Head of the Wales Academy
for Professional Practice and Applied Research*

STUDYING AT THE ACADEMY

If you are thinking of studying with us then you will meet with our admissions tutor to design a programme that suits you. Below are some of the things you need to consider when deciding what and how you want to study with us.

What degree do you want to apply for?

We offer an undergraduate degree, postgraduate certificate, postgraduate diploma, Master's and Doctorate in Professional Practice. For all of these degrees, the focus of your study is your professional practice and your development within practice. If you are unsure, why not speak to one of the team for advice.

Do you want to take a full degree or do you want to take individual courses?

All of our modules can be taken as stand-alone development for individual learners or for organisational cohorts. They can be taken as training – with or without an academic assessment, or as part of a full Master's degree. Our level 7 Coaching and Mentoring module is a good example: it provides an excellent basis for work as a manager as coach when delivered to organisational cohorts but can also be taken by individuals as the first module in our MA in Coaching and Mentoring.

Would you like to have your professional/work experience recognised towards your degree?

If so, you could apply to have the experience and the learning you have achieved 'on the job' recognised through the Recognition of Prior Learning module (see RAL module page 10). Learning from experience is different from 'formal learning' however, it is just as valid and important as learning gained on a course or degree. By taking this module you will identify the learning you have achieved outside normal education or training courses and have this recognised and counted towards a degree. We will work with you to make a claim for such experience, and through this, it is possible to claim up to two thirds of a degree, certificate or Master's degree.

Can you attend classroom sessions on campus or study online?

It is also useful to consider if you would like to attend the University in person and have interaction with other learners or whether you need to study at a distance or with limited contact with the University.

All of our modules have workshops which you can attend in person either at the University or if you are part of a cohort at your place of work. The majority of our modules can also be undertaken at a distance through a mixture of on-line resources and personal tutorials via Skype for Business.

Now turn to page 7 General Programme Structure.

WORKING WITH YOUR ORGANISATION

If you are an organisation wishing to work with us then our lead learning advisor will work with you to answer the following questions and then design our services to meet your needs.

Are you a company looking to have your internal development recognised by the University?

Information about how we can accredit your in house learning and development programmes can be found on page 26 of this prospectus.

Are you a company looking to have your training provision recognised by the University?

Information about how we can accredit your commercial learning and development programmes can be found on page 27 of this prospectus.

Do you wish to commission a training course or intervention from us?

We can offer all of our main provision in the form of training for organisational cohorts or as part of a learning designed for your people. In this case our tutors will normally deliver the training and development at your premises and at a time that suits you. We can also adjust the delivery pattern to suit your people so that clashes with work patterns can be minimised, adapt courses to mirror your culture and strategic needs, for example, in using your leadership framework or incorporating your organisational priorities within the design of the work based projects. For details of our provision please turn to page 28 Consultancy.

Applications are welcome from:

- Organisations who have established their own sector-specific learning course, previously delivered in house and now wishing to accredit for commercial delivery to other organisations within their own sector.
- Organisations who have identified a need for sector-specific learning and development in a particular topic/subject area, and wish to develop an accredited course to deliver this commercially.
- Training and development organisations who wish to add marketing value and kudos via accreditation of bespoke programmes they develop for their clients.

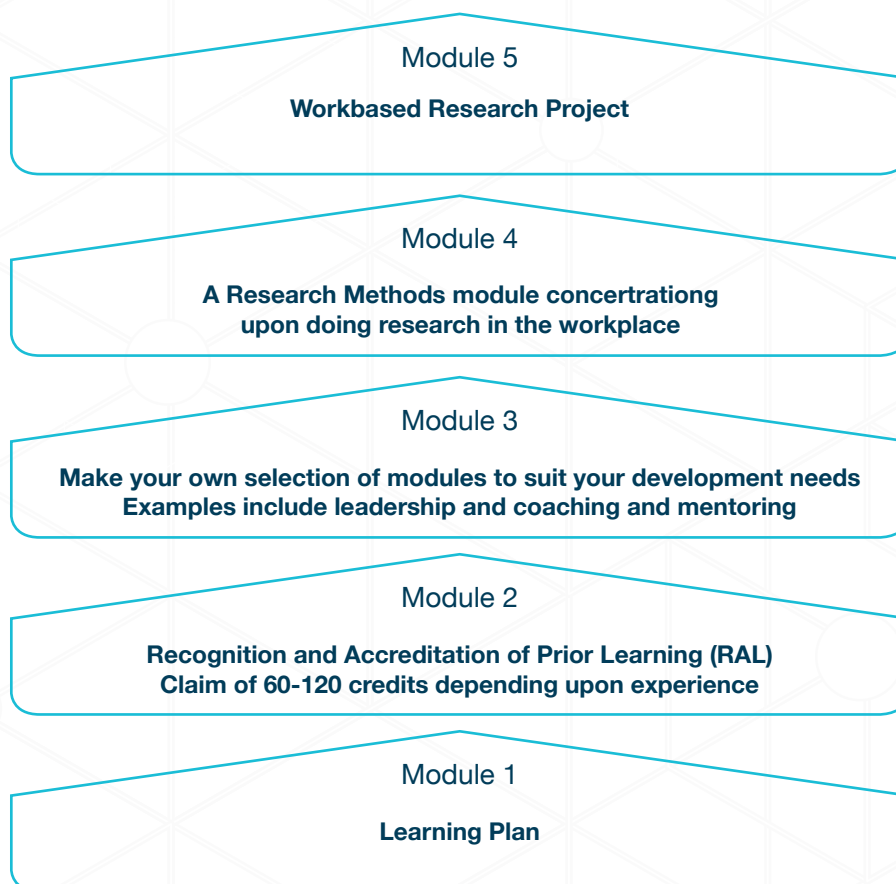
GENERAL PROGRAMME STRUCTURE

The Professional Practice Framework is designed to allow practitioners to study for a Higher Education qualification in their professional field. Depending upon their experience and aspirations professionals, practitioners, managers and support staff can achieve an undergraduate degree, postgraduate certificate/diploma or Master's degree in their own practice.

The innovative curriculum allows you to design the content of your programme (with support from your own academic adviser) to suit your own needs. Below is the general structure of the Master's degree and you will see that module 3 on the list can be your choice from the modules identified in pages 9 - 22.

Example 1

MA Professional Practice (180 credits) – Pathway 1

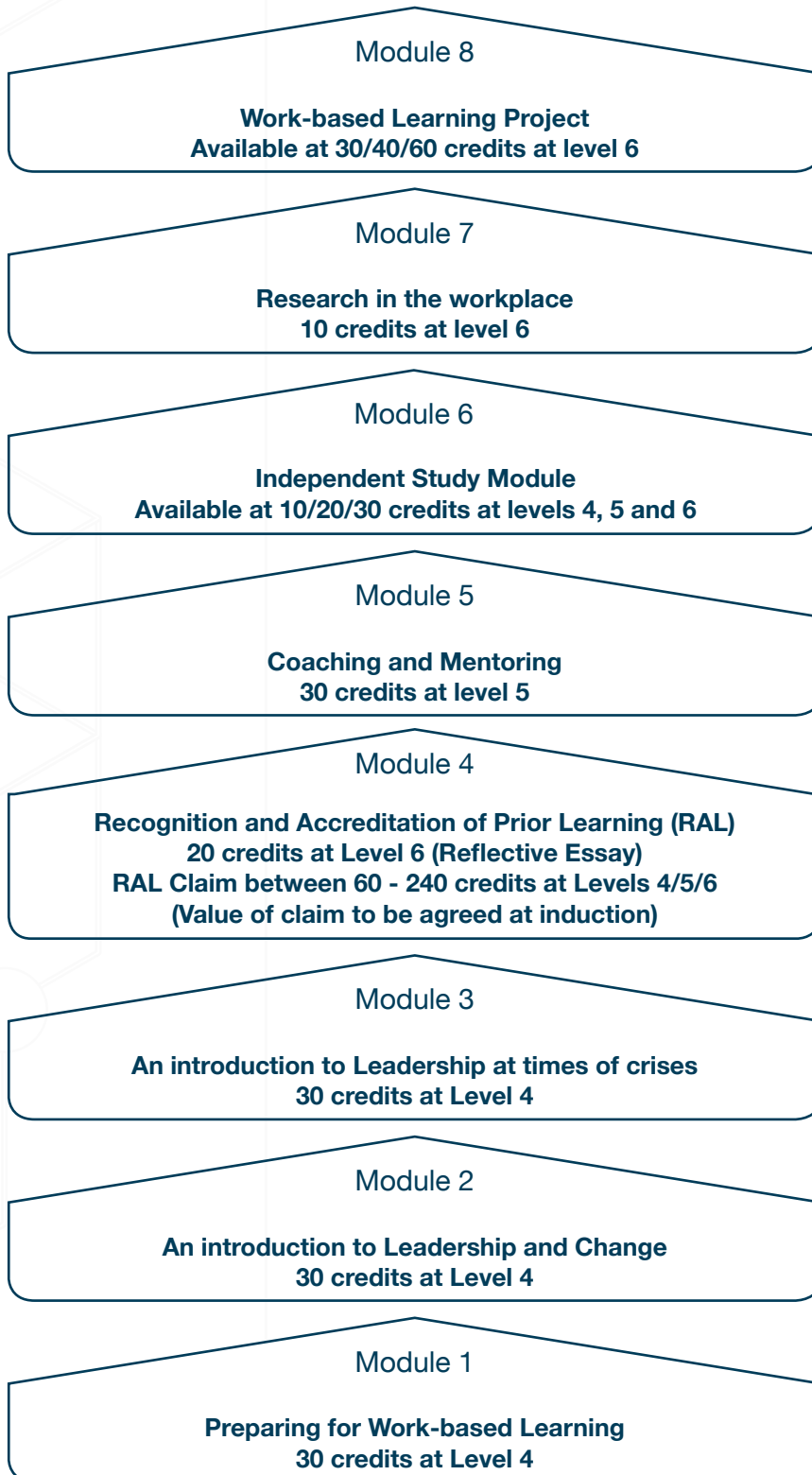


*n.b. credit values will be discussed at induction

GENERAL PROGRAMME STRUCTURE

Example 2

BA Professional Practice (360)
– Example of a pathway
upwards arrow showing direction of study.



Regular support
from Module Tutors

On-line support
via Moodle

Virtual learning
Resources Centre

If you are interested in our Doctoral Programme then turn to page 25 where the programmes is described in full.

EXAMPLES OF PROGRAMME DESIGNS

Case Study 1:

Sarah was employed full time and working towards a leadership role in her organisation - a major insurance firm. She had been with them since finishing her A levels and had worked her way up to a supervisory role but really had her eyes set on being middle management. She was aware that the job specifications for posts at that level specified a preference for a Master's degree and so she was concerned that she wouldn't be able to progress further without taking time out to get a degree and then a Master's.

In consultation with Julie, our admissions tutor, it became clear that Sarah had developed considerable expertise in her role, and indeed had been leading on some big projects recently which had produced significant outcomes for her company. Julie asked to see her project reports and it was clear that Sarah had good business writing, analytical skills and project management experience. Julie suggested that Sarah go straight to a Master's degree and that she ask for her expertise to be taken into account through the RAL module. Sarah was delighted with this as it meant she could get her Master's in two years whilst working full time without having to do an undergraduate degree first.

Her final programme was made up of four modules:

1. Planning for Work Based learning - to get her used to academic work (20 credits)
2. RAL module to claim 70 credits in total for her past learning and expertise
3. Coaching and mentoring as she felt this would be useful as her management role increased (30 credits)
4. Finally a work based research Project (60 credits)

Although she was working full time she opted to come to the workshops for each of these modules as she enjoyed working with others and having the whole day without interruptions. Whilst studying for her programme she asked for an interruption for three months as she had a family issue to take care off but she still completed within two years.

Case Study 2:

Peter wanted to learn about coaching and mentoring as he was thinking it would be a useful addition to his consultancy business. He undertook the 30 credit level 7 module, originally just as training, but enjoyed it so much he thought he would do the academic assignment and get the credits.

Talking with his personal tutor he realised that if he did another 30 credit module then he could get a post-graduate

certificate. This would mean that he could apply for accreditation with one of the coaching professional bodies and he was keen to do this as it showed credibility with his clients. He chose to do a 30 project module and used it to look into team coaching in more depth as he felt that would be an excellent offer for clients of his consultancy. He was right so whilst he was walking across the stage at graduation he was looking forward to starting work as a team coach supporting an innovation group for a local firm.

MODULES WE OFFER

In the following pages you will find a selection of the core modules you can choose from when putting your own individual programme together. Remember, if you have a particular interest in a module run by other disciplines within the University, this can be included in your programme with us – just let us know at the start and we can organise it.

Each module is described by level – level 4 is first year undergraduate and level 7 is Master's level- and by credit value which loosely identifies how much work is associated with the module. A 20 credit module equates to 200hrs of learning, but do not worry as this includes your professional learning in the workplace! A Master's degree requires modules that total 180 credits and a postgraduate certificate 60 credits.

LEARNING PLAN

Preparing for Work-based Learning

Planning for Work-based Learning

Continuing Professional Development

Start date: 3 times a year, September, January, April

Number of days at University: 2 days, plus tutorials

Duration: 4 months

Credit: 20 credits

Level: 4-7

What will you learn in this module?

Within this module you will learn how to review and assess your current competencies and how they inform what you need and want to learn. This module is designed to provide guidance and support for those who wish to put together a plan for study to aid their personal development and improve their performance at work.

With support, you will be able to devise and write specific objectives for your individual learning programme and create a personal learning plan. Once you have successfully completed this module, you will gain 20 credits that you can put towards an award appropriate to your level of study. This is also an excellent module to introduce you to academic writing, and studying at a higher level.

How will you be supported?

During your studies you will be supported by a designated tutor whose role will be to provide advice on how to develop your learning and what you can achieve. You will receive an induction to the University's Virtual Learning Environment (VLE), after which you will then be able to access resources from your home or place of work. The taught session is designed to provide you with guidance and advice on how to analyse your own competences, needs, wants and aspirations in the context of your own workplace setting. Learners will reflect on their learning and work-based competencies as the basis for identifying their training and development needs, and then create a detailed learning plan to aid their future development. Most learners who start their studies with us have not studied for many years, therefore do not let that stop you from achieving your potential.

How will you be assessed?

This module is available at Level 4, or 7, depending on your level of qualification and experience, and as a result the assessment will vary slightly. At the end of the course you will submit a portfolio consisting of the following:

- CV and Job description;
- Evidence of Training Needs Analysis;
- A reflective review;
- Personal Development Plan that will identify your training and development needs;
- Oral presentation or report on evaluation of learning styles.

Who teaches it?

Julie Crossman and Sarah Loxdale.

Student View

"All the staff and tutors have been amazing..but Julie has been completely awesome and I'll be forever grateful for her ability to unearth the academic in me!"

Rosie Frewin

"Couldn't have done it without all your support. Big thank you to Julie Crossman in particular who changed my attitude towards education and my self belief forever."

Sharon Frewin

RECOGNITION AND ACCREDITATION OF LEARNING

Start date: 3 intakes per annum to suit learners
Number of days at University: 3 days plus tutorials
Duration: Variable from 4 –9 months
Credit: 50 credits to a maximum of 2/3rds of a degree
Level: 4,5, 6 and 7

What will you learn in this module?

The Recognition and Accreditation of Learning (RAL) module enables you to develop an understanding of reflective practice and apply critical analysis skills to identify your experiential learning acquired within the last 5 years.

Examples of experiential learning include:

- Attending non-accredited courses including conferences and seminars.
- Receiving work-based coaching/mentoring.
- Undertaking job shadowing.
- Completing new activities/projects and gaining experience/developing knowledge and skills throughout.
- Reflecting on activities and individual performance in order to improve practice.

Experiential Learning can be work-based or can include work undertaken on a voluntary capacity, for example; School Governor, Treasurer for a local charity.

Through undertaking reflection on experiential learning, learners will prepare a portfolio that includes:

- An annotated Curriculum Vitae and job description
- Learning area/s that identify the experiential learning that has been acquired
- A range of evidence to support the claim

How will you be supported?

All learners are allocated a Module Tutor who will meet regularly with the individual to review work and discuss progress. Tutorials can be held via telephone/skype or face to face at our Carmarthen Campus.

An on-line platform of resources is available through the University's Moodle page, which includes examples, videos, templates and a range of recommended reading material.

UWTSD's Learning Resource Centre (LRC) holds a range of reading material that can be accessed 'online' as e-books and some material is available in hard copy within our libraries.

The LRC based on each one of the University's campuses offers a range of study areas which are available for learners to use. Please see <https://www.uwtسد.ac.uk/library/our-libraries/> for full details of locations and opening times.

How will you be assessed?

You will prepare a portfolio detailing your experience and learning to date and include a range of evidence that will support your claim for credit. In addition to the portfolio you will complete a claim form and a reflective essay. The reflective essay requires you to reflect on the process of critically analysing your work-based activity in order to identify experiential learning. With all elements of the assessment you will be supported by your tutor.

Who teaches it?

Sarah Loxdale is the Module Coordinator and also leads on the delivery and tutoring of the RAL module.

What impact is the module having on a learner's development?

We have undertaken research into the impact of this module and below are the results!

It is clear that past students have found real value in undertaking this module in terms of improving their confidence and efficacy in their work role!

Student View

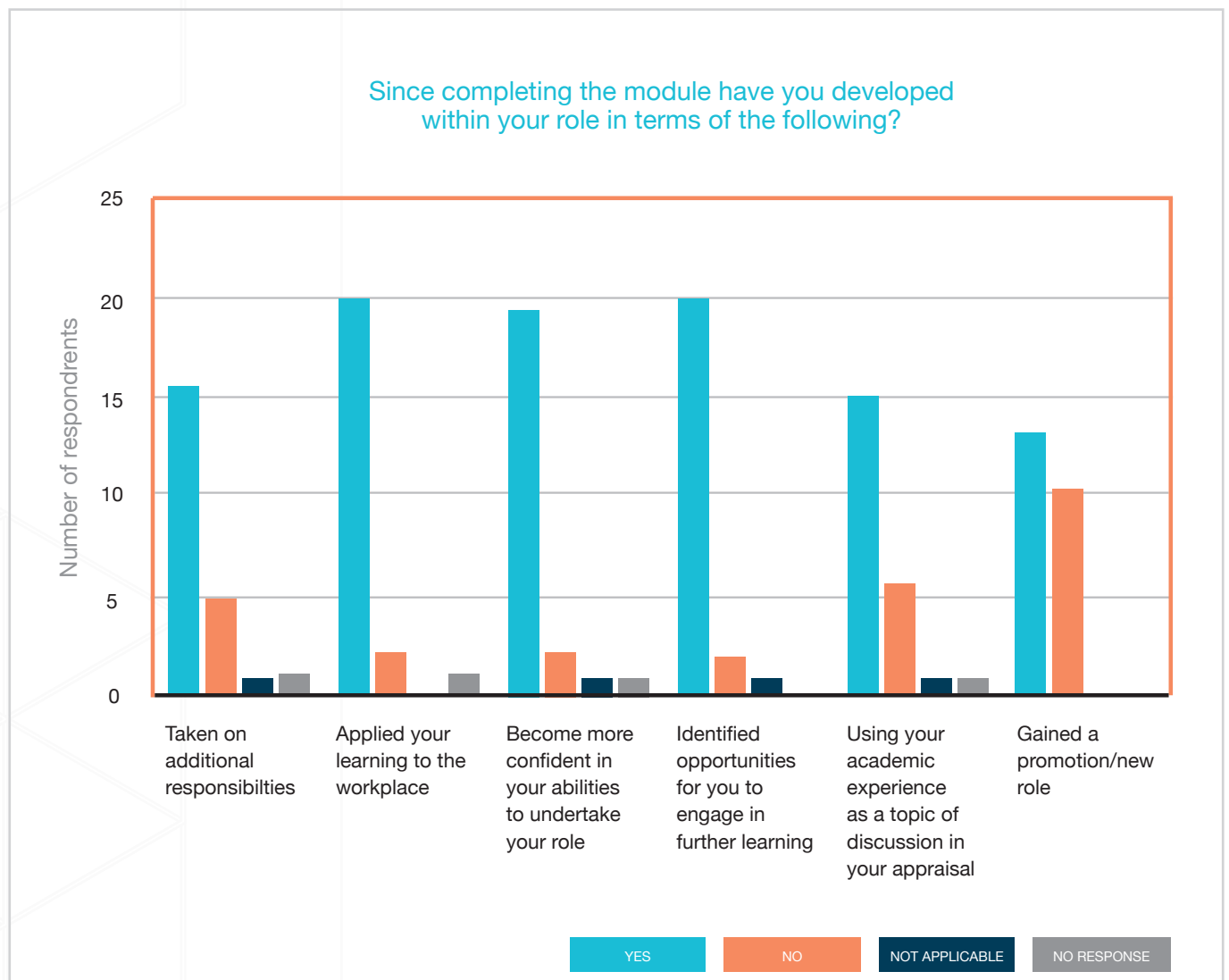
"My decision to undertake the RAL programme was not based on a desire to seek out some kind of career change but more so to gain recognition for what I have learned at a strategic level and at the same time to enhance my future employment prospects."

"The module challenged me, it gave me confidence and has enabled me to look back on what I have achieved and gain credit for those achievements by reflecting on my practice."

"Creating the learning areas for the RAL project has really broadened my understanding of my role as a manager and leader. I am amazed that I have achieved so much success to date; not once during my career have I considered or understood the importance of reflective practice or sat back and looked at my own achievements."

"RAL itself was not a conventional training course. It was a place to reflect, a time to learn and a time to enjoy my achievements. It has been a time to reflect on my own leadership style, personality and mental toughness, a time to discover my own growth and development."

RECOGNITION AND ACCREDITATION OF LEARNING



RESEARCH METHODS

Start date: variable (usually 3 per annum)
Number of days at University: 2
Duration: approx. 5 months in total
Credit : 20
Level: 7

What will you learn in this module?

The module introduces a range of research designs and methods, and the philosophical background to research. It also develops critical evaluation of research approaches, whilst also enabling you to learn how to critically analyse, explain, and draw conclusions from relevant data from a work-based setting. The module also explores research ethics and issues of insider research.

How will you be supported?

Two days of face-to-face teaching, with the second day based around a hands-on workshop. Your tutor will be happy to answer specific queries via phone or email, and there is also the opportunity to submit a draft assignment for formative feedback.

How will you be assessed?

Assessment is via coursework comprising:
A 3000 word essay focusing on a critical evaluation of research philosophies, designs, and methods, and a descriptive analysis of a small data set supplied to you.

Who teaches it?

Dr Christine Davies is the Module Lead.

WORK-BASED LEARNING PROJECT

Start date: 3 times a year (minimum)

Number of days at University: 1 induction day, plus tutorials

Duration: 3 to 8 months, dependent on Credit Value

Credits: 20 to 60

Levels: 4 to 7

What will you learn in this module?

This module allows you to design and implement a work-based project, which benefits both yourself and the organisation you work for.

You will learn to:

- Design, in collaboration with your workplace, a project you wish to conduct;
- Plan your project working one-on-one with your tutor and secure ethical approval from the University;
- Conduct your project at work while receiving support and guidance from your tutor;
- Learn to write a project report, detailing your findings, explaining them in your workplace context, and linking them to wider fields of study.

Benefits:

- Learn to design, conduct, and report on your own independent research;
- Receive one-to-one support from a dedicated tutor;
- Complete a well-researched project which will directly impact your organisation.

This module is compulsory if you wish to complete a Bachelors or Masters qualification in Professional Practice.

How will you be supported?

One induction day, plus one-on-one tutorial support as you prepare your proposal and then carry out the research. This support is available in person, by email, telephone or Skype.

How will you be assessed?

Learners will be assessed on a project portfolio that includes a project proposal, a project report, and a presentation.

Who teaches it?

Nick Samuel (Module Lead), supported by experienced members of our team.

INDEPENDENT STUDY MODULE

Start date: variable to suit individual learners
Number of days at University: 1 day plus tutorials
Duration: variable depending on level and credit value
Credit: 10 - 30 credits
Level: 4 -7

What will you learn in this module?

This module is designed to enable you to independently select and study a subject that has particular relevance to your workplace practice and your personal development. You will learn how to create and implement a study plan related to your own professional practice. You will receive guidance and support to research and analyse theories and methodologies relevant to your area of study. You will also learn how to critically reflect upon your learning experience and evaluate the impact of this learning on your practice and performance.

How will you be supported?

On your induction day you will be introduced to the relevant concepts, principles and practices of supported self-study and the expected learning outcomes of the module will be clarified.

You will be assigned a personal tutor who will provide advice and guidance on a range of aspects. Tutorials will be used to respond to any concerns you might have, to support reflection and evaluation, application of learning, and to provide feedback on any drafts submitted.

You will also have access to a wide range of module resources online through the university's library and Moodle pages, and you will be introduced to the University's Virtual Learning Environment (VLE) and associated support services that will enable you to access resources remotely.

How will you be assessed?

This module has two assessment components. The first is a portfolio including the following elements:

- A rationale for your selected area of study, providing its occupational context and relevance to your developmental needs;
- A detailed plan of your programme of study;
- A critical reflection on your learning experience.

The second is a written assignment, based on research, critical analysis of relevant theories, methodologies and/or best practice, which critically evaluates the actual or potential impact of applied learning on professional practice and performance, and the achievement of organisational objectives.

Who teaches it?

Nick Samuel (Module Lead) and Mair O'Connor.

COACHING AND MENTORING

Start date: twice a year, November and April
Number of days at University: 4 days, plus tutorials
Duration: 5 months
Credit: 30 credits
Level: 7

What will you learn in this module?

You will study different coaching and mentoring theories and develop a deeper understanding of the issues involved in work-based coaching and mentoring processes and practice. Additionally, you will cultivate skills in planning and delivering a workplace coaching or mentoring programme, taking due regard of any ethical issues that may arise. You will actively seek feedback on your performance as a coach or mentor and will critically analyse your skills. This will inform your design of a personal development plan with the aim of enriching your skills, knowledge and experience.

How will you be supported?

During your studies, a personal tutor is assigned who will provide advice and guidance on a range of aspects. These include responding to individual concerns, module expectations and providing feedback on any drafts submitted.

You will also have access to a wide range of module resources online through the university's library and Moodle pages, and you will receive an induction to the University's Virtual Learning Environment (VLE) and associated support services that will enable you to access resources remotely.

The taught sessions are designed to provide you with knowledge of coaching and mentoring theories, models and practices, and each session will be highly interactive to maximise the learning experience.

How will you be assessed?

There are three components to this module and you will be expected to provide appropriate evidence in relation to the following:

- A written assignment critically examining a range of theories and perspectives in relation to coaching and mentoring.
- A recorded coaching or mentoring session.
- A reflective journal incorporating a personal development plan

Who teaches it?

Annette Fillery-Travis, Mair O'Connor and Julie Crossman (Module Lead).

Student View

"This has been a really impactful course changing the way I think about myself and my own students."

LEADERSHIP MODULES

a) Authenticity and the Role of Leader

Start date: as required
Number of days at University: 4
Duration: 4 months
Credit: 30
Level: 7

What will you learn in this module?

You will gain a critical awareness of the role of authenticity and self-management in effective and engaging leadership. Models of personal leadership styles will be explored and contrasted, using a range of self-assessment tools. You will develop skills of critical reflection and critical evaluation to more effectively influence workplace communication and explore a range of leadership theories and their relevance to your workplace. You will also critically reflect on your own personal leadership styles and behaviours, interpersonal skills and their impact on workplace relationships. Finally you will create a personal development plan with a specific focus on leadership skills.

How will you be supported?

There will be workshop sessions, which will introduce the learners to the relevant concepts, principles and practices. There will also be tutorials where we will introduce practical examples which can be used to support application, discussion, and evaluation. All learning materials will be available on Moodle our virtual learning environment (VLE).

How will you be assessed?

Two written assignments where you critically reflect upon leadership theories and your own leadership style.

Who teaches it?

Steve Darnell is the module lead for the leadership suite of modules, supported by Julie Crossman and Nick Samuel.

Student View

“As a new manager I am gaining tools, techniques and strategies that I didn’t have before, allowing me to be a more effective leader than I feel I would have been without this course.”

“The leadership course has taught me to be more reflective with situations. I feel my confidence has grown in dealing with decisions involving staff. I think more as a leader rather than a boss.”

LEADERSHIP MODULES

b) Leadership, Crisis and Resilience

Start date: as required
Number of days at University: 4
Duration: 4 months
Credit: 30
Level: 7

What will you learn in this module?

You will learn about critical awareness of approaches to leadership in crisis situations and the skills necessary to learn from crises. You will also learn to critically evaluate relevant stressors and recommend ways of managing these in order to improve resilience and performance.

The relationship between good corporate governance and effective crisis management and the importance of incorporating learning into organisational management systems and practices will also be covered within this module as well as appropriate approaches to effective communication strategy within a crisis situation, including media engagement.

How will you be supported?

There will be workshop sessions, which will introduce learners to the relevant concepts, principles and practices. There will also be tutorials where we will introduce practical examples which can be used to support application, discussion, and evaluation. All learning materials will be available on Moodle our virtual learning environment (VLE).

How will you be assessed?

You will be assessed with a presentation and a written submission which will be based upon a case study of a crisis. You will need to scrutinise key strategic events and relevant stressors connected to the crisis, and make recommendations for improving resilience and performance.

Who teaches it?

Steve Darnell is the module lead for the leadership suite of modules, supported by Julie Crossman.

Student View

“The course so far has developed my understanding of the role of the manager. the importance of working in a team and emphasis on involving staff. Some methods used have changed the way I work, resulting in successful changes in the workplace which is invaluable.”

“All tutors have been very welcoming and encouraging throughout the course. Nothing has been too much trouble. I now feel very confident to make informed decisions about the ever changing world. I know that this will impact positively on future events, projects and my community work within the town.”

“Thanks you both for tuition and help throughout the course you have both been great, I couldn’t ask for better lectures and fellow learners.”

“It has been an absolute pleasure to study with you and every session has been a pleasure as well as a learning experience.”

LEADERSHIP MODULES

c) Leadership in Planning and Motivation

Start date: as required
Number of days at University: 4
Duration: 4 months
Credit: 30
Level: 7

What will you learn in this module?

You will learn how to plan and prioritise in the workplace, in order to promote efficiency and to engage, motivate and develop the team. You will also be able to critically evaluate complex methods of planning and prioritisation and identify a relevant method for your workplace and assess a range of theoretical perspectives relevant to establishing a positive team environment. You will explore and critically appraise motivational approaches to individual and team performance and examine models of mentoring and coaching, and the skills required to carry these out effectively.

How will you be supported?

There will be workshop sessions, which will introduce the learners to the relevant concepts, principles and practices. There will also be tutorials where we will introduce practical examples which can be used to support application, discussion, and evaluation. All learning materials will be available on Moodle our virtual learning environment (VLE).

How will you be assessed?

Two written submissions where you examine the theories appropriate to identify a complex workplace task or project and prepare a plan to address this and justify your plan through critical evaluation of a wide range of models and approaches.

Who teaches it?

Steve Darnell is the module lead for the leadership suite of modules, supported by Julie Crossman and Nick Samuel.

Student View

“The leadership course has enabled me to think outside the box. My confidence has grown and I now lead and delegate tasks on a daily basis. I’m not afraid of change, change is good.”

“This leadership course has helped me develop into a better leader giving me the tools to know myself, my team and my organisation.”

“I really enjoy being part of the leadership course, it not only teaches us about ourselves, but also how to manage situations we have not considered before. The course has definitely built up my confidence and I am very grateful for that.”

LEADERSHIP MODULES

d) Leadership and Change

Start date: as required
Number of days at University: 4
Duration: 4 months
Credit: 30
Level: 7

What will you learn in this module?

You will learn to critically examine the role of leadership in times of change and uncertainty in order to lead change with awareness, understanding and insight and examine the complex nature of challenges for the leadership role within times of organisational change.

You will also learn to evaluate the influence of organisational culture in the context of change initiatives and identify and critically analyse a range of strategies for leading change in the context of challenges to the organisation from within.

You will use theories of change management, models of organisational culture, along with root cause analysis techniques.

How will you be supported?

There will be workshop sessions, which will introduce learners to the relevant concepts, principles and practices. There will also be tutorials where we will introduce practical examples which can be used to support application, discussion, and evaluation. All learning materials will be available on Moodle our virtual learning environment (VLE).

How will you be assessed?

Presentation and a written submission which is a critical evaluation of a recent complex workplace change process, considering events in the context of a range of theories and approaches to organisational change, including the importance of the leadership role in effecting positive outcomes.

Who teaches it?

Steve Darnell is the module lead for the leadership suite of modules, supported by Julie Crossman and Nick Samuel.

Student View

"The leadership course has helped to use models in my workplace and to implement wherever possible. I have discussed with staff team where applicable."

"I feel that the course has also helped me reflect on difficult situations."

"This course has equipped me with the knowledge and skills to improve my managing skills within my workplace. As a new manager in a new service all of the sessions have taught me valuable lessons in everything from motivating staff to problem identification and solving real issues that have a positive impact on the lives of the service users."

"I have found that as the course has developed, I noticed that there has been cultural improvements and developments in the ways of working."

Do I have to pay my fees upfront?

No, it is possible to pay per module when you start each one. Contact Ann Beaumont, our Administrative Officer for further guidance. a.beaumont@uwtsd.ac.uk

How does academic support work?

All our modules have some workshops provided by specialist tutors. They will be on hand to support you in terms of providing feedback for written work as well as answering any questions about the academic work. For support in finding your way around the university requirements and systems then you will have a personal tutor who can interpret these for you and support you as you progress through your programme.

Do I have to come to the University often?

You can choose to do your programme predominantly online with virtual tutorials or you can come to our training rooms for workshops.

If you are part of an organisational cohort then we will often make arrangements to come to your workplace.

Will I be able to check if I am on the right track with assessments before submitting them?

Part of our guiding ethos is that every learner has the opportunity to perform to their best. This means that we provide feedback on drafts and concepts before you submit them so you can be confident you have made a good effort at a piece of work before it is marked.

What happens if I fall behind or fail one of my modules?

If you find you have difficulty in completing a submission then get in touch with your tutor as quickly as possible as they will be able to advise whether you should apply for 'extenuating circumstances' to submit at a later date, an interruption of studies or to submit as it is. If you fail one of the modules (which is unlikely as you do get feedback on your draft before submission) then you have two other opportunities at undergraduate and one other opportunity at postgraduate to submit, although the mark will be capped at 40% for undergraduate and 50% for postgraduates.

Do I have access to library and student cards?

You have access to all the resources, the same as all learners of the University and you will be able to purchase a Totum card for those great student offers.

Is there a graduation ceremony?

Upon completion of your programme you graduate at the same ceremony as the rest of the University and wear a full gown. Your family can attend (limit of two places for the ceremony itself but additional family members can view through a screen outside the theatre or online via the University's website - www.uwtsd.ac.uk

What could I do after graduation?

We also have a range of provision in coaching and mentoring including a Masters, CPD modules and a Coaching Society providing expert seminars.

MA IN COACHING AND MENTORING

Why work with us?

The Master's in Coaching and Mentoring programme, provides postgraduate level learning and practice in coaching and mentoring for those developing a coaching professional practice or those who wish to develop a specialisation in coaching and mentoring within their leadership or human resource tasks.

Coaching development has been an area of specialty for the Academy with senior faculty such as Professor Stephen Palmer, Dr Peggy Marshall and Dr Annette Fillery-Travis as well as being the home of a thriving research group of PhD and DProf - candidates as well as authors. It also hosts our Coaching Society, a community of practice for coaching scholar practitioners interested in building the body of knowledge for the profession and holding expert seminars and an annual conference. Through its members the Society has contributed to the development of standards for the profession and the work of European Mentoring and Coaching Council, Worldwide Association of Business Coaches and the Global Coaching Convention. Members of the Society are currently working at embedding coaching cultures within sectors as diverse as the third sector and education. The Master's in Coaching and Mentoring draws upon this experience thereby providing you with the assurance of quality in both provision and faculty.

Specifically, the Academy uses the latest practice based evidence and research into the application of coaching within organisations to meet the needs of senior managers and external / internal coaches within the commercial and public sectors.

How we will work with you

The training of internal and external coaches must reflect the needs of their client organisation(s), culture, and resources and ensuring it also aligns with the overall strategy. The underpinning philosophy of this programme is that the coach acts as facilitator of individual learning within the workplace to achieve impact at both interpersonal and organisational level. Well-evidenced work-based learning principles are used to enable coaches to develop an evidence-based model of practice that is congruent to the organisation's culture and leadership framework. The Master's qualification is part of the Academy's higher education Professional Practice Framework, which is designed to develop and recognise higher level learning demonstrated through practice-based approaches.

Programme Structure

The first module of the programme includes a series of taught workshops where learners have the opportunity to explore the theoretical basis for coaching and the approaches that can inform a coherent model of practice.

Whilst developing your knowledge of models of coaching practice, you will explore how professionals learn, the psychological underpinning of coaching and frames such as emotional and spiritual intelligence. You will have the opportunity to develop your practice skills through coaching of peers progressing to develop your client base in-house with appropriate supervision.

In the second module, you will have the opportunity of exploring a range of coaching topics in depth with leading experts in a series of half-day seminars. The engagement with such thought leaders allows deepening of both skills and reflection upon practice. In the third module, you will extend your focus beyond the personal and explore the context of the coaching in terms of organizational change. In workshops you will explore the basis of systemic change and the role of the individual as the enabler.

Following on in the fourth and fifth module, you will design and then undertake a work based project which will allow you to reflect upon your developing practice, and investigate an area of practice in greater depth. This project is designed by you to allow you to follow your passions and achieve the greatest impact for your learning.

Fast Track Option

For experienced coaches there is an opportunity to claim for credit for prior learning within the field. Examples of the type of learning that can be recognised are ILM level 7 qualifications and/or hours of practice in the field. This credit can then be used in place of taking some of the modules. If you think that you could be in a position to take advantage of this 'fast track' option for the Master's, then please discuss it with the team prior to making your application to join the programme.

Learning Methods include:

- Modules including 15 days of workshops with appropriate handbooks (including triad work and masterclasses);
- Online learning platform;
- Action learning groups;
- Peer coaching work in module 1 moving to client work in modules 2 and 3 (under supervision);
- Group supervision (possibility of sharing this with coaches within your own organisation as part of evaluation).

All of these would be sufficient in duration and quality to meet EMCC/WABC criteria for Master Practitioner Programmes.

Assessment is through:

- Reflective account of development of your practice and the principles that inform it;
- Coaching research study and presentation;
- Completion of coaching/supervision hours (EMCC/WABC standards and organisational requirements).

COACHING SOCIETY

The Academy's Coaching Society is a cross-Wales hub for coaching research and practice development. We welcome novice to expert alike - come and join us!

Membership of our Coaching Society gives you access to a range of benefits:

- Regular updates on the latest research and developments in the field of coaching and mentoring;
- Opportunities to share best practice with other coaching and mentoring practitioners;
- Access to online resources including journals, articles and academic papers by leaders in the field;
- Discounted conference fees;
- Discounted access to annual series of themed seminars;
- Networking opportunities.

Themed Seminars for 2019*

The theme for the first half of this year was "Approaches to Coaching" and there were four half-day seminars.

- Narrative Coaching with Daniel Dougherty (Critical Coaching Research Group);
- Neuroscience and Coaching with Peggy Marshall (Nationwide US);
- Supervisory Coaching Sam Humphrey (Psfi Ltd);
- The State of Coaching Research with Associate Professor Annette Fillery-Travis (Head of the Academy).

To apply for membership contact coaching@UWTSD.ac.uk

DOCTORAL PROGRAMMES

The Academy has an international reputation in doctoral education and the design of its impact for the candidate and their workplace.

Our lead faculty, Prof Stephen Palmer, Dr Annette Fillery-Travis and Dr Christine Davies are some of the most productive and well cited researchers in coaching, mentoring, coaching psychology, stress and wellbeing, professional learning, doctoral education, elearning and organisational change whilst maintaining a true focus on the needs of their doctoral candidates.

Prof Stephen Palmer is the author of over 50 books, and numerous peer reviewed publications, whereas Dr Annette Fillery-Travis has published and been part of a range of EU projects including leading one on best practice in doctoral supervision and a current Horizon 2020 project on elearning. Annette has not only developed the Academy's unique vision as a home for the generation and critique of applied research but she has also trained doctoral supervisors across Europe in its development. Dr Christine Davies has particular interest in pedagogical research and enhancing the student experience during their programme.

Their past students include thought leaders in the field of coaching and mentoring, such as:
Dr Alison Hodge, Dr Lise Lewis, Dr Catherine Carr, Dr Jacqueline Peters and Dr Stephen Bardon

The Academy provides a dedicated supervisory team for each student that is able to provide cutting edge knowledge in your field through excellent supervisory practice. It does this by drawing on supporting faculty from universities across the globe.

Why study with us?

1. Our supervisory experience is extensive and we have an enviable completion rate as we deal with each learner as a mature individual with significant calls on their time;
2. Our candidates meet together regularly in the first two years and beyond. We encourage them to form a community which supports their work;
3. We provide a full workshop and assessment programme that is concentrated upon providing you with what you need to do your research;
4. Our candidates are supported to publish and present at conferences. In 2019 the DProf learner community published three books and spoke at a number of conferences;
5. Your supervisory panel will be designed for your needs and can/will include academics from other universities if they are the best fit for your work (included in your fees);
6. Your studies are carefully tracked centrally so you can be happy that you are progressing well;
7. You have a staff/candidate committee that allows you to bring any non-academic or opportunities to the faculty so they can be addressed quickly.

You are in control of your doctoral journey so you can have confidence that your experience will allow you to fulfil your aspirations and achieve the impact you desire.

There are two routes to your doctorate depending upon your vision and needs - the professional doctorate (DProf) and the Doctor of Philosophy (PhD). Each result in the same outcome but the route to the doctorate is different and will suit different types of research and student aspiration. As part of our initial contact we will take some time to consider with you which would be best for what you want to achieve. In the next pages we discuss their individual features in general.

To discuss your aspirations and needs please contact Dr Christine Davies on christine.davies@uwtsd.ac.uk to make an appointment for an initial information discussion.

THE PROFESSIONAL DOCTORATE

Introduction

The Doctorate in Professional Practice (DProf) integrates part-time doctoral level study with continuing professional development, and is an ideal way of obtaining a doctorate whilst maintaining professional commitments.

The Academy programme is one of the few generic DProf programmes in existence worldwide, and is uniquely placed to cater for a wide range of professional backgrounds and research topics. The taught Part 1 involves study in a supportive group environment, another unique and valuable aspect of the programme.

Part 1 of the programme (180 credits) helps candidates review their professional learning and build research skills. Part 2 provides support for a major work-based research project.

Entry Requirements

The programme is open to practitioners who have at least five years' experience of a significant professional role, and who possess an upper second class degree, and ideally a master's degree or equivalent in addition.

Programme Components

Part 1 (180 credits; duration approx. 2 years, part-time):

This comprises several level 7 modules, starting with the following two 30-credit modules:

- 'Approaches to Research and Academic Communication;
- 'Review of Professional Learning.

Other modules provide a thorough background into qualitative and quantitative aspects of research methodology, along with further aspects of professional learning, and candidates also produce a Proposal for their work-based research project. It may be possible to accredit prior learning in some cases.

Part 2 (360 credits; duration approx. 3-4 years, part-time):

This part of the programme focuses on a major work-based research project, leading to the production of a 60,000 word thesis.

Programme Delivery

The first two Part 1 modules are usually delivered in two-day residential workshops during Spring and Autumn at the UWTSU Lampeter campus, and these involve study within a small group. Further support is provided by access to the online library and Virtual Learning Environment. Other modules are studied via a blend of self-directed study with online and tutorial support, and seminars at the Carmarthen campus. Technologies such as Skype are employed in seminars to ensure that they can be accessed by candidates who cannot readily travel to Carmarthen. Part 2 normally begins with a two-day residential (hence, three residential workshops in total), and thereafter there is monthly contact with a team of research supervisors.

Assessment

Each module has its own assessment element involving a mix of presentation, portfolio, and written reports or essays. At the end of Part 2, it is expected that candidates will have produced a 60,000 word thesis based on their research project which should contribute both to individuals' professional practice and the strategic development of their organisations. Once the thesis has been examined and approved, candidates will have achieved 540 credits and the DProf qualification, along with the title of 'Dr'. Other 'exit points' may be possible from the programme, and transfer to the MProf programme is also an option.

Fees

Fee-waiver bursaries are available to all candidates resident in Wales. Doctoral loans may be available to UK residents (www.gov.uk/doctoral-loan). All fees are payable in installments. Note that costs may be lower where accreditation of prior learning is possible - please get in touch to discuss details.

DOCTOR OF PHILOSOPHY (PHD)

The alternative route for the doctoral degree does not require the student to be employed and it can be taken part-time or full time.

The focus of the research is on the development of academic (generalisable) knowledge and is less concerned with the context of the work i.e. the workplace. It is well established as an 'apprenticeship' for those that want to become professional researchers although it is increasingly being taken by practitioners who are looking at more generalisable approach to research.

The Programme

Prospective candidates submit a proposal for a research project. Following approval, you are allocated a supervision team of two or three appropriate members of staff led by a Director of Studies. With this team you embark on an extended investigation into your topic, producing a written thesis. There is also an option of practice-based research, which results in a shorter written thesis together with a substantial body of practical work. All research students have the opportunity to take part in research training events, and the University's Summer School.

We offer research degrees in both part-time and full-time mode and aim to attract a range of people from early career researchers to mid-career practitioners in need of inspiration and the chance to renew perspectives. We also welcome late career researchers who finally have the time to pursue that great idea.

If you would like to hear more about the exciting opportunities available through our research degrees programme please contact Dr Annette Fillery-Travis on a.fillery-travis@uwtsd.ac.uk to book an appointment.

EXECUTIVE EDUCATION OPTIONS

The Academy also has a range of executive education options tailored to meet the needs of senior leaders and managers in the field. Delivered either within organisational cohorts or at the University, these courses provide executives with the professional skills and techniques needed to lead their people to achieve real impact and success.

Normally delivered through half or full day workshops, these courses can be provided in a variety of formats to meet your needs.

- **Introduction to Coaching or Mentoring** – a short introduction to having coaching conversations to bring out the best from your people.
- **Having Difficult Conversations** – no one likes to have challenging conversations but this short course can help you do them well and achieve appropriate outcomes for both parties.

- **Insights Assessments** – learning about each others' preferences in communication and decision-making can really make a real difference to team effectiveness.
- **Action Learning Facilitation** – give your people an established and powerful tool to up their thinking and innovate to solve those messy problems.
- **Using Research** – you need to know the most current up to date research in your field but how do you know what is good and what is not so good? Our team will take you through a tried and tested process to allow you to get the best from research.

For a conversation about how these options could work for your company email: n.samuel@uwtsd.ac.uk

ACCREDITATION OFFERS FOR ORGANISATIONS

What is accreditation?

Accreditation is defined as:

“The fact of being officially recognized, accepted, or approved of, or the act of officially recognizing, accepting, or approving of something.”

The Academy’s accreditation Process

The University, through the Academy, provides for accreditation of external learning and development programmes in two contexts:

1. employers’ in-house learning and development programmes
2. accreditation of commercial learning and development programmes

(In addition, there are opportunities for commercial organisations to work collaboratively with the Academy to deliver HE programmes.)

Accreditation of employers’ internal learning and development programmes

1. There are clear trends toward internally generated and delivered learning solutions, with “in-house development programmes in the top three commonly used learning methods”.
2. This approach to learning continues to grow in popularity, due to its relevance and immediacy of applied learning in the workplace. It has also led to an increased interest in, and desire for, accreditation of such programmes by academic institutions.

The benefits of accreditation

For you as employers, the benefits of accreditation include:

- recognition and endorsement of the quality of your in-house programmes;
- kudos of working with a respected academic institution;
- added value to learning;
- retaining focus on learning which is relevant for the workplace.

For your learners, the benefits include:

- transferable credit currency;
- motivation to continue personal development and/or higher education;
- learning that is relevant and meaningful to their work;
- learning that contributes to their personal growth and development.

What sort of learning courses/programmes can be accredited?

You may apply to have your internal learning courses/programmes accredited provided you are:

- delivered between levels 4 and 7;
- have a minimum credit value of 20 credits and a maximum of 40;
- include a defined assessment process.

What is the process?

There is a clear staged approach which should take no longer than 6 months and generally it is shorter. You will be supported all the way with a dedicated mentor.

Accreditation of commercial learning and development programmes

The University recognises that some organisations may seek accreditation of specific learning and development courses that they wish to offer on a commercial basis. The courses tend to be sector-specific, and linked to continuous professional development.

Identified opportunities are in working with:

- Organisations who have established their own sector-specific learning course, previously delivered in house and now wishing to accredit for commercial delivery to other organisations within their own sector.
- Organisations who have identified a need for sector-specific learning and development in a particular topic/subject area, and wish to develop an accredited course to deliver this commercially
- Training and development organisations who wish to add marketing value and kudos via accreditation of bespoke programmes they develop for their clients.

Working with organisations in this way accords with the University’s priorities in that it “provides opportunities for employers and their employees to upskill and gain qualifications based on the specific needs of their businesses”.

Benefits of accreditation

The benefits to commercial providers whose courses are accredited include:

- Enhanced marketing opportunities offered by the kudos of a University accredited course;
- Improved quality of training materials, delivery and assessment;
- Independent quality assurance.

What sort of learning courses/programmes can be accredited?

Commercial providers may apply to have your internal learning courses/programmes accredited provided they are:

- delivered between levels 4 and 7;
- have a minimum credit value of 20 credits and a maximum of 40;
- include a defined assessment process.

The procedure for accreditation of commercial learning and development programmes

For commercial programmes, it is necessary to take a more robust approach than that taken for the accreditation of in-house programmes. Therefore, in addition to the procedure used above, due diligence in legal, financial and academic areas is required. This serves not only to maintain University academic quality standards, but also to protect its reputation in accrediting a commercial programme, and to ensure that learners have a positive experience. Commercial programmes are subject to contract and close monitoring of the organisation's marketing, administrative, delivery and assessment procedures by the Academy staff who will act as external verifiers.

The accreditation period will be for five years subject to satisfactory adherence to contractual terms and conditions by both parties.

Commercial Collaborative Provision

Commercial Collaborative Provision refers to commercial sector organisations working collaboratively with the Academy to deliver HE programmes.

Typically, these kinds of organisations are independently operated by people who are qualified and experienced in the delivery of HE and who have developed courses/programmes which can be incorporated into current HE Programmes/ pathways.

Collaborative Programmes

Proposed programmes are usually structured around UWTSD HE Certificate, Diploma or MA qualifications, and incorporate a choice of study areas/professional subjects into the Academy's modules.

Procedure for Approval of Commercial Collaborative Provision

Application for approval of commercial collaborative provision of an HE learning programme is via the submission of an application form by potential collaborators, the production of a service level agreement between the collaborative organisation and the Academy, and a legal contract.

Costs

Details of costs related to the application and contracting process will be given on request. Costs related to specific programmes will be specified in the SLA and/or contract.

To start a conversation about how these options could help you company email: **m.oconnor@uwtsd.ac.uk**

CONSULTANCY

The Academy offers a flexible consultancy service to meet the needs of your organisation.

Our offer includes:

- Provision of training programmes to meet your strategic needs in leadership, management and higher order skills
- Research and evaluation projects in the area of return on investment and organisational effectiveness and impact.

Training and Development

We do not provide off-the-shelf solutions for employee development as we know that talent management needs to be attuned to your organisational strategy and vision. We have worked with a range of organisations and sectors to develop programmes suitable for their people and their organisational culture. Examples include social housing with leaders such as Fieldbay and Coastal Housing as well as public sector such as Carmarthenshire County Council. In all cases we provide a range of modules that meet the needs of their employees from social housing law to project management.

Research and Evaluation

As a centre for applied research we have significant expertise in evaluation and research within organisations. Whether you wish us to explore the effectiveness of a reorganisation or to provide insight into a specialised area of work, we have a design framework which will allow us to co-produce a robust but cost-effective answer.

How we work with you

You will be assigned a lead contact at the Academy. This individual will be responsible for ensuring the timely completion of all aspects of the consultancy and initial dialogue regarding arrangements, deadlines, report format etc. The Lead will facilitate the joint development of any questionnaires or interview questions and will be your first point of contact for any query regarding the evaluation.

Once the work has commenced, the Lead will be available to carry out periodic reviews of its progress and report on initial findings.

Typically, the Academy would negotiate a contract with you, detailing the length of the consultancy, an overview of the proposed work, the staff members involved, the agreed format of the output, along with overall cost and terms of payment.

For a fuller discussion of your requirements please contact Nick Samuel on n.samuel@uwtsd.ac.uk

MEET THE TEAM



**Annette
Fillery-Travis**

Dr Annette Fillery-Travis is a senior educator, coach trainer and author with a passion for people development. Her first career as a research scientist allowed her to be the first woman chairperson of the UK Food Group and a research council/EU grant holder in the area of biophysics and Visiting Professor at Sante Fe Argentina.

Her interest in the development of her doctoral students led her to move to professional education and specifically executive coaching and leadership development. She works with a range of professional bodies and organisations including fortune 500 companies in the UK and internationally such as Unilever, Northern Foods, ASDA, Nationwide (US).

She has travelled widely lecturing on work based learning, coaching and practitioner research and has worked with the University of Manchester Centre for Educational leadership and Middlesex University as Lead on the Professional Doctorate. She has been principal investigator on pan-European EU projects on doctoral supervision and more recently FoodCloud.

Annette is the author of over 60 peer reviewed publications and books and runs a specific research group in coaching whilst being part of the Coaching Society and organising the annual coaching and mentoring conference in Swansea. She is on the editorial board of International Journal of Coaching and Mentoring in Education as well as external examiner of a range of doctoral programmes in the UK. She is Head of the Wales Academy for Professional Practice and Applied Research.



**Stephen
Palmer**

Professor Stephen Palmer PhD, is the Professor of Practice at the Wales Academy for Professional Practice and Applied Research. He is a leader in the field of coaching and coaching psychology with a particular interest in stress, performance and wellbeing. His PhD was titled, *Stress: Stress: Theoretical and Applied Perspectives*.

Stephen is professionally qualified in a range of disciplines and is chartered as a psychologist, scientist and biologist. He is an ISCP accredited coaching psychology supervisor and also APECS Accredited Executive Coaching and Supervisor. He is on the British Psychological Society (BPS) Register of Applied Psychology Practice Supervisors and is certified as meeting the requirements for registration through their training and experience as supervisors.

Stephen's professional body roles include being Honorary President of both the International Stress Management Association and the International Society for Coaching Psychology. He is also Honorary Fellow and Vice President of the Institute of Health Promotion and Education. He was the first Honorary President of the Association for Coaching and is now an Honorary Life Fellow. In 2004, he became the first Chair of the BPS Special Group in Coaching Psychology. He has received awards for his contributions to counselling psychology and coaching psychology.

Stephen's academic roles include being Adjunct Professor of Coaching Psychology at Aalborg University, Denmark. Stephen is Co-Editor of the European Journal of Applied Positive Psychology and Consulting Editor of Coaching: An International Journal of Theory, Research & Practice. He has written and edited over 50 books including the Handbook of Coaching Psychology (with Whybrow, 2019), The Heart of Coaching Supervision (with Eve Turner, 2019) and Positive Psychology Coaching in Practice (with Green, 2018).

MEET THE TEAM



**Andrew
Edwards**

Workforce Development Teaching Fellow - Mentor to learners on Postgraduate programmes (Professional Practice Framework).

Andy is a former Chief Officer with thirty two years experience within the Police service, having served with two Welsh police forces in a variety of operational and administrative roles. He has a wealth of command experience and has been responsible for leading Police and multi-agency operations ranging from the investigation of serious crimes in action, counter terrorism operations, firearms operations, cold case homicide reviews and public protest through to the management of critical incidents, complex internal investigations and the development of all Wales policing strategies.

As the country's first regionally appointed Chief Officer, he developed collaborative working between the four police forces in Wales, leading joint approaches in a range of operational and organisational support functions. Acknowledged as an enthusiastic developer of people he led on the attainment by Dyfed-Powys Police of numerous Charter Mark and Investors in People awards.

Andrew is a Non-Executive Director in three organisations, one a large commercial concern, one a pan-Wales charity and the third an oversight committee.

He is interested in leadership development, organisational cultures and reflective practice.



**Christine
Davies**

Leading on Professional Doctorate programme; contributing to other programmes associated with education and research in a work-place context

Christine started her career as a biology teacher, and education has continued to be her main focus, though she has also been involved in bio-medical research. She has taught in schools, FE, and HE, including the OU, and has also had involvement with teacher training, including a period as Programme Leader for the Teach First Programme at UWTSU. Christine has also significant experience of academic staff development, particularly in Technology-Enhanced Learning, and this was the focus of recent roles within JISC and as a Senior Lecturer at the University of Glamorgan.

Her professional interests include:

- Scientific and medical education
- Adult learning
- role of technology in learning and teaching



Nick
Samuel

Nick has over 30 years' experience working for a multinational, blue-chip, manufacturing organisation - in the magnetic media, healthcare and personal care sectors. During his time in manufacturing, over 25 years were spent in supervision and management with the last 10 years being spent in the Human Resource, Learning and Development and Community Relations arenas. Since leaving manufacturing, Nick has worked in Higher Education, initially as a Workforce Development Teaching Fellow and latterly as a Lecturer in Workforce Development.

Nick has extensive experience in the use of Psychometric tools, and is an accredited practitioner for Myers Briggs, Insights and SHL's OPQ32. He has an MSc in Human Resource Management, BSc in Science and Technology, is trained as a Six Sigma Green Belt and is a Chartered Fellow of the Chartered Institute of Personnel and Development.



Lowri
Harris

Lowri is a Senior Lecturer and Programme Director for the Professional Practice Framework within the Wales Academy for Professional Practice and Applied Research focusing on subjects such as Accreditation of Prior Learning, Project Management and Digital Marketing. Lowri has worked for the Academy for over 10 years and focuses on quality assurance. Another part of her role is to develop new programmes before transferring responsibility for delivery.

Previous to this role, Lowri worked in the elearning industry for 10 years as a project manager and elearning content author where she gained considerable experience within the elearning and new media industry and also gained a PRINCE2 qualification. Lowri is also a Director of her own digital media company specialising in elearning, video and app development.

MEET THE TEAM



**Sarah
Loxdale**

Since leaving the University of Wales, Swansea with a BA Hons Degree in Welsh, Sarah has worked in the education sector within Wales supporting Primary, Secondary and Further Education establishments with the delivery of Careers Education and Guidance provision plus support for establishing links between education and industry.

In 2000, Sarah obtained a Postgraduate Certificate in Educational Leadership Development & Consulting at Manchester University. She then went on to secure a number of senior roles both as an Operational Manager and Policy Manager within Careers Wales.

In 2010, Sarah joined the team as a Work-based Learning Teaching Fellow and in 2016 joined as a Lecturer and Programme Director for the Consolidation of Social Work Practice.

Sarah has recently completed her MA in Professional Practice and conducted research into the impact the Recognition and Accreditation of Prior Learning module is having on a learner's ability and confidence to further develop in their career.

Sarah is a fluent Welsh speaker and having taken a work-based learning approach to gaining Higher Education qualifications Sarah is passionate about the pathway that enables professionals to gain recognition for learning and development undertaken whilst working.



**Julie
Crossman**

Julie is a lecturer and doctoral student at the Academy where she is responsible for leading on a range of academic pathways, including the MA in Coaching and Mentoring and the Clinical Leadership programme. Julie is also the admissions tutor for the Academy and the academic lead for the Coaching Society, a professional community initiated to share best practice with other coaching professionals, providing opportunities for networking with experts in the coaching field.

Working in the field of adult education since 2003 Julie has built upon her prior experience in a range of leadership roles, developing specialist programmes of learning to support leaders and managers across a range of sectors. Academically, 2013 was a very busy year for Julie where she achieved both the MA in Professional Development, Education and Training, the ILM level 7 qualification in Executive Coaching and Leadership Mentoring and gained Chartered Manager credentials with the Chartered Management Institute (CMI) for her work in leading quality assurance in the further education (FE) sector.

Julie joined the Academy in 2016, and was instrumental in the design, development and delivery of a programme of learning to the Leadership Academy of a company based in South Wales and this led to the client company successfully achieving the accolade Excellence in Learning and Development by a regional CIPD panel in 2016. Julie was invited to become an External Assessor with the Worldwide Association of Business Coaches (WABC) in 2018.



**Steve
Darnell**

Lecturer in Leadership and Management, Steve has over 35-years' experience working for a multinational, heavy manufacturing organisation, in the steel sector, of these 30 years, 25 were spent in a supervisory and management role. The last 8 years were spent in an operational support role with responsibilities for staff learning and development and policy and procedure control for quality assurance, health, safety and the environment.

Steve has an honours degree in chemistry from the Royal Society of Chemistry, a Post Graduate Certificate of Education, an MA in Professional Development, Education and Training and has affiliate membership of the Institution of Occupational Safety and Health and the Institute of Environmental Management and Assessment. Quality assurance lead auditor for ISO 9002/TS16949 and internal auditor for ISO 14001 environmental standard.

His areas of professional interests are:

- 40 years in manufacturing, training and people development
- Health, safety, welfare and environment
- Management and leadership
- People development



**Mair
O'Connor**

Mair has had a varied career having worked in a number of sectors, including the Civil Service, service industry, retail, and enterprise before deciding on a career in training and development. She has held several senior managerial posts, and has directly supported staff development through individual and team coaching, as well as mentoring managers at all levels including directors.

Mair is highly qualified with a Diploma in Supervisory Management; Diploma in Training Management and MSc in Training - qualifications she achieved whilst gaining practical experience in HR Management and HR Development. She is a Chartered Fellow of the Chartered Institute of Personnel and Development, and a Fellow of the Higher Education Academy. She is currently pursuing an interest and qualifications in the neuroscience of learning.

In 2002 established CT Learning Ltd, a training company which specialised in management development, and was an ILM accredited centre for the delivery of Management and Leadership, and Coaching Programmes. Clients included public and private organisations from a wide range of sectors. Mair joined the Academy team at UWTSD in 2009, where she currently leads on accreditation of learning, whilst also utilising her skills in designing and delivering coaching and mentoring programmes. She is fully persuaded of the benefits of work-based learning to employers and employees, and is an enthusiastic supporter of learners.



**Ann
Beaumont**

Ann joined the Academy Team in November 2012. Ann provides invaluable administrative support for the Professional Practice Framework.

Prior to commencement of her current role, Ann worked for the Civil Service and developed her skills in the Administrative and Management sectors. Ann's achievements in her management role gained her vast experience in HR, Health and Safety and Security, Risk Management, Operational Procedures, Championing New Initiatives and Quality Management and Quality Assurance.



**Lynsey
Edwards**

Lynsey is responsible for the operational management of the Coaching Society, and other project delivery. Lynsey's role includes managing marketing, monitoring outputs, budgets and any other project related activity.

Lynsey graduated from the University of Wales Aberystwyth in 2006 and started her career in the voluntary sector working as a Project Officer for Communities First. Lynsey went on to work as a Funding Officer for a charity and at the same time became Director and Chairperson of the social enterprise 'Mess up the Mess Ltd' a not-for-profit organisation established to offer dynamic theatre making experiences to young people. Lynsey has worked at the University since 2009 on European-funded projects including GO Wales, Mentoring our Workforce, Jobs Growth Wales and Elevate Cymru.

OUR PARTNERS

1. Porth Agored, a consortium of 12 local authorities / social work departments
2. LUX Hospitality Mauritius
3. Voice Workshop
4. Carmarthenshire County Council
5. Dyfed Powys Police
6. South Wales Police
7. Gwent Police
8. Education – South East Consortium and All Wales
9. Coaching Company, Cape Town RSA
10. Wales Ambulance Service
11. Tata Steel
12. Swansea University
13. The Living Room
14. NTFW
15. Letter Box
16. Coastal Housing
17. FieldBay
18. Tai Tarian
19. Academi Wales
20. A range of SMEs...

HOW TO APPLY

Contact the team directly at the email or number below.

As a potential student the Admissions Officer will arrange a meeting to discuss the options open to you. This normally takes place on campus but alternative arrangements can be agreed

Should you be offered a place, you will then be required to register on the module before attending the induction day. Each module has induction and study days.

Contact us for a new beginning:

01267 676882

wappar@uwtsd.ac.uk

