Faculty of Business and Management

Contributions to Academic Excellence

September 8, 2016
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Glenn Behenna

BA Management Skills for the Workplace
and Cert HE Skills for the Workplace

- Products:
  - Cert HE Skills for the Workplace
  - BA Management Skills for the Workplace
- Target Audience
  - People in Work, who want to progress
- Success
  - From 12 students in one class at Level 4, to 100 students in 10 classes across Level 4, 5 and 6.
  - Our first graduates in two weeks, including a high proportion of first class honours and upper second class honours degrees.
- Added Value
  - Students gain an ILM (Institute of Leadership and Management) Certificate in Leadership and Management as well as the UWTSD award.
- Delivery
  - Flexibility of approach
  - Evenings and weekends
  - Multiple venues in the community across South Wales and beyond
- Impacts
  - 'You have changed my life' (our students/customers)
  - Achieved significant promotions in their workplaces
  - Gained new opportunities with new employers

Programme Director – Skills for the Workplace
BA Management & Cert HE Skills Programmes
Digital Business and Digital Learning

My interests lie in the relationship between technology and both consumerism and learning.

Recently:

- I completed after 6 years! a PhD at Education Research department, Centre of Advanced Learning with Technology, Lancaster Uni. With sixteen other candidates we were first cohort of online PhD students in the world (started by Prof David McConnell) and the programme currently has over 180 PhD students from 36 countries.
- Trained as Project Manager for the VocTEL, Leonardo Da Vinci European project that helped us develop the online Postgraduate Certificate / MA Technology Enhanced Learning at UWTSD.
- Managed the delivery of the first European conference on Vocational Technology Enhanced Learning. The conference was held in Athens in June 2015.

Currently, I have the following single author papers in progress:

- Epistemological differences between asynchronous written and synchronous spoken online learning interaction.
- Context as content, the interweaving of learning and work: In search of an authentic learning space for work-based postgraduate online learners.

At UWTSD I am:

- Working with Roger and all staff to implement the University's VLE Minimum Standards initiative across the Faculty.
- Working with David Griffiths and staff in the School of Business, Management and Finance to implement the online MBA that we validated 3 years ago.
- Piloting through Lyndon Shirley's team the University's use of Microsoft Lync for group based audioconferencing within the PG Cert Technology Enhanced Learning.

Externally I am:

- Piloting the next generation audioconferencing systems for all OU courses, through my 10 year link with Institute for Education Technology (IET).
- Trying to write a book: Phenomenological research methods in Education with Dr Hans Oberg at University of Västerås. Very challenging.

To fill up the sheet

I am often drawn back to the challenge set by Carl Rogers (1969), Freedom to learn:

“When we put together in one scheme such elements as a prescribed curriculum, similar assignments for all students, lecturing as almost the only mode of instruction, standard tests by which all students are externally evaluated, and instructor chosen grades as the measure of learning, then we can almost guarantee that meaningful learning will be at an absolute minimum.”
Dylan Blain

PhD Title: Development of a ‘gamified’ health, fitness and well-being intervention for physical education.
Dylan Blain

Abstract

Despite the range of health benefits associated with physical activity, limited individuals achieve the current recommended levels. The systematic development of interventions targeting young people’s physical activity levels is seen as a potentially productive and sustainable strategy to enhance health and well-being. In order to develop interventions, the Medical Research Council’s (MRC) guidelines (MRC, 2008) promote a theory-led and evidence-based approach (Craig et al., 2008). This thesis aims to undertake such a process to develop a gamified physical education based, health, fitness and well-being intervention. To date, physical activity based interventions have achieved modest results, suggesting that more innovative approaches are required. The use of gamification provides an opportunity for such innovation. Using Self Determination Theory (Deci & Ryan, 1985, 2000) as a framework, this work aims to initially examine the interplay between pupil motivation, physical literacy, physical activity, sedentary behavior and wellbeing using field-based observational studies. Secondly, information gleaned from this work, together with relevant literature will be used to develop a gamified school-based intervention. Intervention mapping will be used to model process and outcomes, and initial work aims to explore intervention feasibility.
Anthony Burns

Is globalisation the death nail for lifestyle businesses?

1. Have our lifestyle businesses disappeared on the high street?
   - What happened to the types of lifestyle businesses that used to inhabit the high street?

2. How have high street businesses adapted to compete in an ever more globalised environment? (Niche smaller markets/products).
   - What types of lifestyle businesses have sprung up to replace those that previously inhabited town/city high streets?

3. Has globalisation gone full circle with niche businesses taking market share/profits back from globalised big business?
   - Why might this be happening?
CHRIS CASHIN

BACKGROUND

Registered Dietitian, Sport and Exercise Nutritionist (SENr) – High Performance
Masters in Applied Public Health
Background in the NHS, private practice, sport and academia
2011 – 2015 – Chair of the Welsh Dietitians Board

RESEARCH INTERESTS

Student Health – Masters dissertation
Low Carbohydrate Diets
Sports nutrition

PROFESSIONAL DOCTORATE

Started in February 2016
Possible research project
Nutrition in a Championship Rugby Club

- First team players – no research at this level

- Minis and juniors – aim to look at nutrition practice in these age groups

Develop best practice for nutrition in a rugby club – perhaps with the WRU – to develop on line tool in line with Wales Centre for Physical Literacy
Scope to improve nutrition for families within the rugby club
Funding – to look at Sport Wales funding?

Chris.Cashin@uwtsd.ac.uk
10 Reasons Why Research Is Important To Me

1. It allows me to stay current in my field and in current pedagogical research.
2. It allows me to pursue my interests within my field, in my case primarily quantitative consumer research focused on the adaptation of new technologies and learner-centred pedagogical research.
3. It challenges me intellectually.
4. It raises my credibility as a teacher – students give more credence to someone who has done something for real than simple textbook explanations.
5. It is especially important for MBA, DBA and PhD supervision, ‘practise what I preach’.
6. It creates a symbiotic relationship between teaching, experience and application.
7. It allows me to be a lifelong learner who can emphasise with students’ learning experiences.
8. It gives me the opportunity to network in my field and beyond through conferences and other events.
9. Publications raise my profile and that of the institution.
10. Research raises externality such as roles as External, Auditor etc and also means that I can ask colleagues in other institutions for favours such as being EE for us.

A few recent projects:

- Cockrill, Antje and Neil Harris: How Do They Learn: Learner Profiles in a Multi-national Learning Environment, aimed at Studies in Higher Education.
Introduction: Research suggests exercise as one of the most important factors in the management of diabetes (Hu et al., 2004), and that individuals who are active are more likely to demonstrate increased self-determined motives for exercising than those who are less active (Deci & Ryan, 2002; Wilson et al., 2008). The purpose of this study was to examine the relationship between physical activity levels and behavioural regulation to exercise within a type 2 diabetes population in Wales.

Method: 56 males aged between 30 and 76 (M=58.09±10.91) and 35 females aged between 22 and 89 (M=57.17±14.32) medically diagnosed with type 2 diabetes and residents in Wales (UK) completed the International Physical Activity Questionnaire (IPAQ: Craig et al., 2003) and the Behavioural Regulation in Exercise Questionnaire-2 (BREQ-2: Markland & Tobin, 2004).

Selected results: Participants were categorised (IPAQ analysis) into three activity groups: low (n=40), moderate (n=25), and high (n=26). Behavioural regulation was examined for the three groups (ANOVA), and no significant differences were established between the moderate and high activity level groups or between males and females. However, significant differences were found between the low and high activity groups for amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation (F(2,88)=4.491, p<0.05). Specifically, the low activity group had a significantly higher mean score for amotivation when compared to the high activity group (1.04±1.03 vs. 0.36±0.76; p<0.05). For the more self-determined subscales (e.g., identified regulation & intrinsic regulation), the low activity group had significantly lower mean scores (p<0.01) compared to the high activity group (2.08±1.07 vs. 3.02±0.98: p<0.01 and 1.54±1.25 vs. 2.71±1.05, respectively). Time spent sitting down was calculated in minutes for all 3 activity groups: low (467.25±187.77), moderate (336.00±133.04), and high (316.54±160.12), and significant differences emerged between low and moderate, and low and high activity groups (p<0.01). Total activity amounts for participants showed a significant positive correlation with the more self-determined elements of the BREQ-2.

Conclusions: Findings indicate that type 2 diabetic individuals who engage in high levels of physical activity tend to score higher on the more autonomous motives subscales of the BREQ-2 compared to individuals who report low levels of physical activity. As higher levels of activity in type 2 diabetes populations are associated with positive health benefits (Myers et al., 2013), these preliminary findings suggest further investigation is warranted into the motives and barriers (to physical activity) in active and sedentary type 2 diabetic patients, and how these population groups compare with normal population groups. (current ongoing research)

Selected references:


The role of the VLE for distance, work-based learners: assessing engagement and adding value

Virtual Learning Environments (VLEs) continue to be an important resource to support part-time, distance learners within a blended provision. A VLE that is well-designed, and incorporates a range of digital media, is “an extension to oral and written content” (JISC Digital Media, 2015) and hence can be a valuable resource for learners. The use of programmed activities, both synchronous and asynchronous, with associated feedback, adds further value to learners and increases the likelihood of learner engagement with VLEs (Salmon, 2002). However, actual engagement of learners with VLEs is frequently lower than anticipated by institutions (Hopkins, 2011).

As part of ongoing research within the Wales Institute of Work-Based Learning (WIWBL), these issues have been explored with respect to VLE data generated from selected WIWBL programmes. We have looked for reasons for patterns of usage, and specifically non-engagement, and further research is planned in this area. Importantly, we are also considering solutions to any non-engagement. These may include institutional measures, as well as teacher-led options to improve the appearance and interactivity of VLE courses.

To date, this work has been presented at the FACE 2015 and UWTSD Nexus 2016 conferences, and will shortly appear in the ‘Proceedings’ publication of the FACE 2015 conference. Aspects of this research specific to the WIWBL DProf programme have also been presented at the 5th International Conference on Professional Doctorates at Belfast in March, 2016, and a related paper has been accepted for publication in the journal ‘Studies in Continuing Education’.

References

Sandra Dettmer

Games and Economics: learning and teaching economics can be fun!

What is gamification?

- application of typical elements of game playing (rules of play, point scoring, competition with others) to other areas of activity, specifically to engage users in problem solving

Why use games in teaching?

- cognitive (games can be about finding solutions to serious and complex problems, level of complexity can be increased)
- social (inclusive, high level of individual participation and bonding within groups)
- motivational (form of active learning, competitive nature, high student engagement)
- emotional (identify with roles, curiosity, frustration, joy)

Tennisballs in Economics

- intuitive way to teach the law of diminishing returns
- students are told that they are part of the inputs required to generate a factory’s short-run production function.
- equipment used includes two buckets, a number of tennis balls and a smartboard

International Trade Game

Students are divided into teams, each of which acts as a separate 'country', with between two and ten students in each team. There are five or six countries in a game.

Countries compete against each other to 'manufacture' paper shapes (circles, triangles, rectangles, etc.) and sell them to an international commodity market trader at posted prices, which vary with supply and demand.

The objective for each country is to make as much money as possible.

There are three types of country in a game:

- two rich industrialised countries;
- one or two middle-income countries;
- two low-income countries.

Students are not told this; they find out as they play the game

Experience

- very positive experience, preparation can be very intense
- stress importance of debriefing sessions: this can be a challenge as students are exhausted and restless after a longer and highly active session
Place

My background as a geographer has always drawn me to the concept of ‘place’, to which I keep returning as a theme within my research. When I talk about ‘place’ I don’t mean physical location, or a specific territory, although of course that is part of it. Instead, I am talking about place as a socially constructed phenomenon, derived from the characteristics, attitudes, experiences and feelings of those people that contribute to it and imbue it with meaning; ‘a way of seeing, knowing and understanding the world’ (Creswell, 2008, p.11).

My first delve into place research was for my PhD when I looked at how place as a social construction and perceptions of place potentially impact on economic development within regions. Since then I have become interested in both physical and virtual manifestations of place and some of the areas that I have been involved in through either research or project work have been:

- The responsibility of place – a consideration of how, through globalisation, a postmodern definition of place extends the responsibility of the place to the global, as Massey (2005) terms it ‘place beyond place’.
- A study of landscape as place to gain an understanding of how landscape perceptions affect our connection with landscape and our sustainable engagement with it.
- The capturing and sharing of ‘sense of place’ with communities, by gathering images, stories, sounds etc. to realise the human capital and potential sustainable business opportunities that can emanate from grassroots engagement with place.

What Next?

- A consideration of the concept of place within the context of learning and a deeper understanding of how learning places are socially constructed through collaborative learning, both class based and online.
- A place based approach to understanding sustainable entrepreneurs’- their ways of seeing, knowing and understanding the world.
Kate Evans  
Senior Lecturer & Programme Director in Sports Therapy

Graduate Sports Therapists with over 10 years experience of working in professional, semi-professional and international sport. Clinical lead for sports rehabilitation in a professional rugby union team. DProf candidate. Research interests in screening, injury prevention programmes and accelerated rehabilitation as well as action research and insider research paradigms.

Conference Presentations


Evans, K., & Cady, K. (2010). Results of a Musculoskeletal Pre-Participation Screening (MPPS) programme in BUCS Super 8 Rugby League Players. ISSSM Annual Conference, Newcastle.


Textbook Contributions

The Powys Project – A Case Study in Mindful Collaboration

The Powys Project is a small and potentially significant collaboration between public services in the region which provided mindfulness training to staff within the Council, the Health Board, the Police and the Ambulance Service. UWTSD helped to shape the offer and deliver parts of the training, as well as committing to research the impact of the mindfulness approaches and the innovative collaborative impetus behind the Project.

Framed by the requirements of the Well-being of Future Generations (Wales) Act 2015, and the wider social context of burgeoning mental ill-health, the collaboration sought to provide mindfulness training that took into account the competing challenges of shift work and timetabled group sessions. There were three options: a teacher-led group meeting weekly; a 'buddy' system whereby learners supported each other through a self-directed approach, and finally self-directed learning with a named source of support.

The case study in progress is mixed methods, and takes account of the confounding variables which make direct comparison between pathways problematic. Methods used include standardised questionnaires and semi-structured interviews. From the research activity, it is hoped that a model will emerge which can be rolled out on a pan-Wales basis.

The Wales Institute for Work-based Learning was approached to deliver this on a commercial basis. The Ambulance Service and Powys County Council paid for the Project, and extended an invitation to the other sectors to participate free of charge.
COMMERCIALISATION of ACTIVITIES

In considering the theme of “Contributions to Academic Excellence: Scholarship, Professional Practice and Research” for this staff development session the area that directly involved me in the last academic year was the route to commercialisation.

This area was chosen last week before the Corporate Staff Development session so I was unaware that this was to become an important activity for the university but it soon became apparent after hearing;

1. THE VC’s PRESENTATION: where he referred directly to commercialisation. Commercialisation was a priority area within the strategic document that was presented to staff, he noted that the current financial model for universities is unsustainable; he intends overseeing a review of the Commercial Services section, and he recognised the need for the university to provide added value.

2. THE DEAN’s PRESENTATIONS: where many of them spoke the language of business...competitive advantage, the need for a strong brand and my particular favourite “empathetic intelligence” essentially with the customer. So, I found it interesting that many non-specialists want to now take some ownership of this area.
   Yet I agree with Ralph Waldo Emerson who believed that;
   “Commerce is a game of skill which everyone cannot play and few play well”.
   Emerson has acknowledged that commercial activities are not available to all and even when you can participate it is a challenge to be successful with it. Further, I would accept that just because someone is involved in business whether it is in practice or in teaching they are not necessarily always the best people to do it. This reminds of the case study of two Italian shoe companies who looked at the market in Africa. After, analysing and visiting the Kenyan market one company came to the conclusion that the people have no need for shoes as they walk around in bare feet or make their own. However, their competitor after reviewing the same material and observing the same behaviours recommended that the company commit to the market because it was a fantastic opportunity as no-one was wearing shoes and they could be the first to market.

COMMERCIALISATION ACTIVITIES IN THE BUSINESS SCHOOL 2015/16

3. SUSTAINABILITY: as an organisation we are very much further down the line of meeting the Welsh Governments agenda and so are in a prime position to offer services to authorities who need to get up to speed quickly. The Sustainability Committee identified the possibility of an IT solution and I was added as a member of the commercialisation team to consider the business issues related to implement such software.

4. MARKETING: the marketing team identified that many businesses in Swansea and the surrounding area could use the Swansea Business School help and expertise in return for case studies/ research programmes as well as cash. The pilot companies used were Chai, St James Church and the Swansea Environment Centre. Also, staff were open to running value added and/or small credit bearing courses for local businesses and local people.

5. UNIVERSITY WIDE AND INTER-DEPARTMENTAL COLLABORATION: many members of staff in other facilities have ideas which have substantial cost implications for example I have had initial discussions with the Transport Management staff who wish to run their own racing car and I know I can help them look for funding support and exploit some of the commercial opportunities that can be afforded to business supporters.
Research: Book Chapter

Research Title Focus – “Welsh Heritage and Cultural Tourism: Engendering community regeneration and environmental sustainability in the Lower Swansea Valley”.

Background:
K Flynn was approached in 2014, to consider contributing to a publication focusing on ‘Heritage and Tourism in Britain’.

From forwarding a chapter proposal, in late 2014, this was approved and the publication (an edited set of readings) had print agreements with Palgrave Publishers. K Flynn’s chapter proposal was entitled: ‘Welsh Heritage and Cultural Tourism: Engendering community regeneration and environmental sustainability in the Lower Swansea Valley’.

Contribution:
The main focus of the chapter examines the socio-economic and environmental perspective of the Lower Swansea Valley, South Wales, with direct reference to both its historic, namely Copper and contemporary industries, principally Tourism.

To compile the research, this involved considerable secondary research to chart the extensive and expeditious development of heavy industry, specifically copper smelting, in the Lower Swansea Valley during the eighteenth / nineteenth century, and through to its eventual demise in the twentieth century. Following this, focus was then given to more recent and innovative successive industry developments most notably, particularly the service sector industry, and specifically, tourism and recreation.

In recent years, there has been much exposure of the Lower Swansea Valley. Topical examples of favourable exposure and which therefore contextualised the book chapter further included; i) the site being central to several recent academic publications including those from leading historians within the field, ii) having been directly linked to both national and regional development strategy and also iii) having been in receipt of substantial European convergence funding.

To investigate further into the site and its developments, primary research was also undertaken in the form of several interviews with individuals who were presently involved in regeneration activities in the valley. The interviews took place during late 2014 / early 2015. These involved - members of the local community, key developers, City and County of Swansea officers, Swansea University project staff, amongst others……

The chapter has aimed to reflect on the changes in the Lower Swansea Valley, with respect to historic and modern industries – key issues developed in the chapter include; employment, community morale, investment, environmental impacts, regeneration……

The chapter is now in the final approval stages by the publishers (Palgrave) and the book ‘Tourism and Heritage in Britain and Ireland’ has been given a publication date of late 2016.
Does participation Green exercise result in an increased sense of connection to nature and more environmentally sustainable behaviour?

Context

- WAG has strategies which aim to encourage participation in green exercise due to physiological and psychological health benefits.
- Developing human-nature relationships is an important step in encouraging sustainable lifestyles.
- Can green exercise contribute to the environmental sustainability agenda as well as the health agenda?

Design

- 31 trail ultra marathon runners completed an online, open-ended question survey. 6 were selected to be interviewed to develop deeper understanding.
- Results of survey and interviews were thematically analysed using the constant-comparative method (Maykut and Morehouse, 1994).

Findings

- **Motivations to participate in green exercise** – Green Exercise allows opportunities to fulfil evolutionary urges to: connect with nature (Wilson, 1984) on a deeper level through active engagement (Pretty et al., 2004); experience a restorative environment (Kaplan, 1995); view landscapes that are beneficial for survival (Ulrich, 1983); practice an activity that is beneficial for survival (Heinrich, 2001) and achieve challenging long-term goals (Heinrich, 2001).
- **Connection with nature** – Green exercise facilitates connection with nature that is missing from everyday modern life (Wilson, 1984) by: facilitating a realisation of one’s own limits in comparison to the scale of the natural world which can counter the ‘distorted view of one’s own grandness’ that modern life can foster (Brymer, 2009); developing emotional connections with specific natural places, which can then develop emotional connections with the wider natural world (Martin, 2004).
- **Attitudes to environmental sustainability** - It is suggested that green exercise provides an opportunity to ‘know’ the environment experientially (Nicol, 2003) and facilitates an increased sense of connectedness to nature which encourages participants to consider others’ interests as well as their own (Weinstein et al., 2009), and partake in ‘beautiful acts’ (Naess, 1989) whereby caring for the natural world is a ‘powerful subconscious imperative’ (Martin, 2009) rather than a moral obligation.
Dr. David Griffiths (david.griffiths@uwtsd.ac.uk)

- Won the CMI Management Article of the year in February 2016 - an article focused on employee involvement and methods for managing organisations in hyper-complex environments (based on a 12-month consulting project in a US top 400 accounting firm)

- Won an ASAE Summit Award in June 2016 (USA)(CPA Centre of Excellence) for a program that makes an exemplary commitment to creating a stronger America and world and a positive influence in the daily lives of society at large - this is the result of 4 years work.

- Completed research into the value of human will within two pharmaceutical companies, demonstrating line managers undervaluing the contribution of project staff by £1,197,437. Findings presented at UFHRD in Manchester, now submitted to Accounting, Organisations and Society.

- Conducted a meta content analysis of 384 aspects of pedagogy/andragogy/heutagogy literature, with outputs including a new model for the alignment of teaching/learning/assessment in adult learning design - submitted to Educational Research Review

- Conducted a High Reliability Organisation risk analysis for a healthcare system in the US (4 hospitals) as a consultant.

- Conducted a rapid learning systems design consulting project for E.ON Community Energy.

- Mentored a CEO in the US, over a 4 year period, specifically addressing management and leadership in complex environments, and in January 2016 he was recognised as one of the top 100 influencers in their profession as a result of this work.

- Designed a 360 degree feedback tool for core competencies within the US accounting profession, which was recognised in January 2016 by Accounting Today as one of the top 2 innovative products for professional development in the US CPA profession.

- Delivered key notes on change management using marginal gains, at accounting conferences in the US.

- Initiated a joint employability skills benchmarking project between UWTSD and Indiana Wesleyan University in Indianapolis - launching September 19th.

- Currently working on online learning design projects and methods for rapid learning across SBS
Title of research: does cross-disciplinary and cross-sectoral collaborative working contribute to enriching the bilingual student/staff experience and that of the wider community?

Case study: BSc Agriculture (Hons.) at Coleg Sir Gâr, Gelli Aur Campus; and more specifically the Land-based Business Management module, Welsh medium.

Context: UWTSD’s core values, in particular Wales and its Distinctiveness; and Coleg Cymraeg Cenedlaethol’s core mission namely that all students are entitled to Welsh medium HE of the highest standard.

Educational impact: students benefit from different perspectives; and staff can concentrate on their specialisms.

Linguistic impact: students benefit from continuing their education in Welsh; and staff benefit from developing their bilingual academic writing skills.

Economic impact: viable business ideas are being generated and implemented.

Socio-cultural impact: the wider community benefits in a variety of ways e.g. young people are staying in their communities for longer, which is especially important in the Welsh speaking heartlands.

Methodology: qualitative consisting of focus groups and interviews with the students and their families, teaching staff, managers and interest groups.

Potential future projects: Brand Cymru relating to premium, agricultural products.

Teitl yr ymchwil: ydy gweithio cydweithredol traws-ddisgyblaethol a thraws-sectorol yn cyfrannu at gyfoethogi profiad myfyrwyr/staff dwyieithog a’r gymuned ehangach?

Astudiaeth achos: BSc Amaethyddiaeth ar Gampws Gelli Aur, Coleg Sir Gâr; ac yn fwy penodol y modiwl Rheoli Busnes ar Dir, cyfrwng Cymraeg.

Cyd-destun: Gwerthoedd craid PCYDDS, yn benodol Cymru a’i Chymeriad Arbennig; a chenhadaeth graidd y Coleg Cymraeg Cenedlaethol sef fod gan bob myfyrwyr yr hawl i addysg uwch cyfrwng Cymraeg o’r radd flaenaf.

Effaith addysgo: mae myfyrwyr yn cael budd o wahanol safbwyntiau; ac mae staff yn cael budd o alu canolbwntio ar eu harbenigedd.

Effaith ieithyddol: mae myfyrwyr yn cael budd o barhau eu haddysg yn Gymraeg; ac mae staff yn cael budd o ddatblygu eu sgiliau ysgrifennu academaidd dwyieithog.

Effaith economai: mae syniadau busnes hyfryw yn cael eu cynhyrchu a’u gweithredu.

Effaith gymdeithasol-ddiwylliannol: mae’r gymuned ehangach yn manteisio mewn sawl ffodd e.e. mae pobl ifanc yn aros yn eu cymunedau’n hirach, sy’n bwysig yn enwedig yn Y Fro Gymraeg.

Methodoleg: ansoddol yn cynnwys cynnal grwpiau ffocws a chyfweliadau gyda myfyrwyr, eu teuluoedd, staff, rheolwyr a grwpiau diddordeb; ac ymchwil gweithredol.

Prosiectau posib yn y dyfodol: Brand Cymru yn ymwneud â chynnyrch amaethyddol premiwm.
Felicity Healey-Benson, CIPD Programme Director/Lecturer HRM/Management
felicity.healey-benson@uwtsd.ac.uk

Research Paper produced for the University Forum for Human Resource Development 2016 Manchester Metropolitan University, June 8-10th “Who will account for will” (Griffiths, D, Lewis, R. & Healey-Benson, F.)

Context of the Paper: Organisation’s operating in VUCA (volatile, uncertain, complex & ambiguous) conditions within a Knowledge Economy driven by talent

• This is an ‘age of people’ where talent exists as the key to sustainable competitive advantage (Hesketh, 2014).
• Pressure on ‘talent to continuously learn – to develop adaptive capability, agility or resilience at individual, team, organisational and societal levels (CMI, 2014)
• Pressure on employees to continuously improve performance with less resource
• Employees are contributing/gifting additional hours of work beyond their contracted hours or preferred extent of commitment – volunteered or compelled - difficult to quantify in terms of organisational value creation.
• Either Positive outcomes: increased productivity Vs negative outcomes: stress duress, burnout; related mental health issues.

Aims of the research

• We are concerned organisations are blind to the value being created by their staff, and the consequences of over work, created when people feel compelled to work additional hours.
• Our ‘Talent Proposition of the Minimum’ prompts organisations to assess levels of in/voluntary will (motivation), and is designed to highlight human will as a limiting resource; related to an organisation’s ability to sense, react to and anticipate change in VUCA operating conditions. Such an approach could allow HR to raise awareness across an organisation’s leadership and management cadre to increase understanding of the value of gifted time. This could also allow HR to sense levels of voluntary to involuntary actions, which could bring resentment and, ultimately, a loss of talent
• We also introduce a means to raise awareness of the value of human will through our Value Awareness Matrix

Talent proposition of the minimum:

An organisation’s ability to adapt, sustain competitive advantage and value within VUCA environments, is not contingent on the total talent available at a given moment in time. Such ability is constrained by the scarcity of the limiting knowledge, skills, behaviours (e.g. motivation), and experience required when an organisation senses change and needs to act.

Value Awareness Matrix

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<tr>
<td>Voluntary</td>
<td>A person volunteers time and the organisation has an awareness of the value of such time. Here an employee appears to be aligned with the organisation's purpose and gifts time of their own free will. The organisation needs to continue to monitor the environment to protect against the gift of free will reaching a tipping point, from volunteering to involuntary, potentially producing pain and resentment.</td>
<td>Here the person is aligned with the purpose of the organisation and is gifting time of their own free will. However, the organisation lacks awareness of the value of the gift; they are aware of the additional time given, but it is taken for granted or undervalued. Here the organisation is vulnerable to changes that produce pain and resentment on the part of the employee.</td>
<td>A person feels compelled to give their time. The organisation, perhaps under productivity pressures, compels employees to give additional time to tasks required to fulfill their role. The Organisation is aware of the value of this time and therefore consciously accepts the risk of talent loss as being lesser than immediate productivity needs.</td>
<td>A person feels compelled to give additional time, but the organisation is unaware of the consequences of the demands being placed upon employees or the value of such time. Such an organisation could struggle to develop Long term advantage in VUCA environments.</td>
</tr>
<tr>
<td>Involuntary</td>
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Everyone loves a good story. That is why they can be so effective for learning. Stories engage us emotionally and so they can be used to impart knowledge, share ideas and can help us to establish commonality. The use of narrative can be used to learn from other people’s stories or to learn from our own experiences through our own personal stories.

Using narrative for student learning:

- Makes something abstract more concrete/immediate.
- Contextualizes information by creating the framework for students to place the new knowledge into (and thus improve their retention and understanding).
- Narrative allows students to have more immediate emotional experiences that they can relate to (and therefore remember).

Narrative learning for personal learning:

- A highly personal form of learning
- Helps to make sense of our own learning
- How a person lives their life in relation to their own narrative can be a significant vehicle for identity construction and subsequent action.
- How we see ourselves, our identity, is subject to reformulation in a variety of ways according to the audience and, therefore, we may have a different version of identity according to where, when and how we articulate it.
- The use of life history is one way to re-vist our learning from past events and to make sense of how we have used that learning to new situations
- Can be transformative. Mezirow (2000) characterises the process as ‘a praxis, a dialectic in which understanding and action interact to produce an altered state of being’
- The capacity to learn from our life story can provide a highly significant resource for greater personal understanding and to enable us to respond flexibly to life events.

Further Reading

1. This year a competition was held with the Level 5 Management Ethics students. A poster was designed by the students – the brief was to focus on CSR issues in the business environment. The students worked in two different schools within the university beyond business; the Swansea Schools of Art and Psychology – this session was all about good design features, using colour, statements of art. This sort of creative workshop is very different to lectures about theory and tutorials applying theory. The students really enjoyed working across the university. Other university departments were very positive indeed complementary about our students. And I would like to see this event repeated. The exhibition was at Volcano Gallery on the local High Street. Engaging with a real business was also good for the students. The posters were realistically printed by our print room and there were so many positive aspects about this event that it must be re-used and explored.

2. An evaluation of sustainability in the local town centre involved a visit looking at CSR issues relating to (i) Lloyds Bank - in the wake of the financial crisis of 2008, how the banking business must redefine how they operate to meet the demands of shareholders and society (ii) McDonalds healthy eating, the obesity crisis and its impact on the NHS AND the ethical implications of zero hour contracts (supported by in-work benefits) (ii) Starbucks under fire for avoiding paying tax on their British sales. There seems to be a growing culture of naming and shaming companies. But what impact does it have? The town centre visit starts with a group breakfast/lunch. Rather than looking at theory and applying it to practice, we looked at the issues and then thought about theory.
Learner journeys and heroes’ journeys: lessons learned in delivering work-based learning projects

“It goes without saying that mistakes will be made when operating in an uncertain environment. The trick, of course, is to learn as much as possible from each misstep, adding to the knowledge base of the organization and, hopefully, not making the same mistake again.” (Chin, 2004: 79)

Work-based learning is a field of practice with its own challenges in terms of enrolment, pedagogy and student engagement, differing markedly from those of mainstream higher education provision. Delivering work-based learning in the context of externally-funded projects adds another layer of complexity, testing to the limits an organisation’s resilience and adaptability. This paper draws on the experience of Wales Institute for Work-Based learning (WIWBL) over four projects in order to identify the institutional and individual lessons learned.

The projects were LATERAL (Liberating Aptitudes by Technology Enhanced Recognition and Accreditation of Prior Learning), which provided a pathway for workers to access higher education by awarding credits for their experiential learning; Mentoring Our Workforce, targeted at businesses wishing to develop workplace mentoring schemes; Elevate West, the southwest Wales hub for a pan-Wales project, the University Network for High Performance Skills, delivering HE courses in management topics, personnel, and mindfulness; and Safe Workforce: Sustainable Workplace was developed to address the recognised need for businesses to improve their health and safety performance by addressing behavioural safety by changing the culture.

In delivering each of these projects it was found that major challenges were encountered - demand did not translate into enrolments, completion rates were lower than expected, targeted businesses proved difficult to convince, and marketing ineffective. In order to meet their targets it was necessary to recognise that the project was going off-track, to explore the nature of the issues, and to realign the project’s activities. These crises provided an opportunity for lessons learned, at a personal level by those involved, and institutionally, to inform future projects.

This research will involve interviewing the staff to explore their experience of the project trajectory, using Joseph Campbell’s ‘monomyth’ of the hero’s journey to make sense of the stages of narrative, and focusing on the return to the status quo altered by the adventure.

The research will feed into the ongoing debate within the project management field about the struggle for institutions to absorb the lessons learned from their projects.

The study will be mixed-methodology and draw data from questionnaires and semi-structured interviews.

Participants will be drawn from within the Faculty of Business and Management.

The traditional learning relationship exists between two primary parties: the learner (or student) and the learning institution (as well as the individual lecturers/teachers, administrative staff, and support staff who make up the institution and who shall, for the purposes of this study, be treated as a single entity).

Work-based learning is unique in that it brings a third actor, the learner’s employer (which shall, for the purposes of this study, be treated as a single entity, though it can include the employing organisation itself as well as individuals such as the learner’s manager and superiors and/or subordinates within the organisation) into the relationship.

The primary aim of the project is to determine the similarities and/or differences that exist in the perceptions held by HE students enrolled in traditional FT/PT programmes versus those enrolled in work-based learning programmes as relate to their feelings of freedom, control, agency, value, ownership, and choice and to determine whether perceptions that are shared among members of a specific group can be used to enhance educational delivery to that specific group, or to modify/enhance programme design in order to better meet the needs of that group.

‘Freedom’ is defined as the student’s belief that he/she can take actions within his/her education without undue negative consequences. ‘Control’ will be understood as the student’s perception that he/she has the ability to make or change decisions regarding education, or take action within education. ‘Agency’ will be understood as a student’s belief that he/she is responsible for his/her education and the results he/she achieves. ‘Value’ will be understood as the worth a student sees in his/her education. ‘Ownership’ will be understood as the student’s belief that the learning, knowledge, and achievements of his/her education belong to himself/herself. ‘Choice’ will be narrowly understood to be a student’s determination of the programme of study he/she is pursuing.

It is hypothesised that students enrolled in HE through work-based learning may experience lower feelings of freedom, control, agency, value, ownership, and choice than students traditionally enrolled in HE programmes. Evidence/data to support this hypothesis would allow work-based learning programmes to build better support structures into their programmes to support learners and ensure that their education is meeting their personal needs, as well as the needs of their employer.

It is hypothesised that students of age 25 and over may experience higher feelings of freedom, control, agency, value, ownership, and choice than students under the age of 25. Other studies have linked mature students to stronger senses of control and agency as well as higher levels of self-awareness and a willingness to be more explicit in their demands from HE than is demonstrated by their younger counterparts. Evidence/data to support this hypothesis could help designers of both traditional and work-based learning programmes to put systems in place to help foster feelings of freedom, control, agency, value, ownership, and choice in younger students.
Dr Roisin Mullins (Associate Professor)

Summary

The projects and research activities that I have been associated with always address barriers to IT/computing skills and access for SMEs for business. The issues addressed are a combination of technical and social skills.

- Developed projects such as Software Alliance Wales have allowed us to plug the business computing skills gap across a variety of businesses sectors and provide appropriate training in what is needed for successful business. (online and face-to-face training)
- Use funded projects such as Software Alliance Wales to address the target audience with research questions (business using IT and software for intensive processing) and this results in data gathering for research outputs. This year I published two conference papers, one journal paper and received an award for best paper.
- Applied personal and academic expertise to address where there are barriers to successful use of IT in business –
  - Address the concept of the prosumer with questions related to knowledge management.
  - Train business to identify emerging technologies not previously embedded in mainstream business practice.
  - Align knowledge gained from working with business and link this to current degree module content.
  - Embed the findings from training business into teaching topics.
  - Engage students in projects to gain business experience.
  - Bridge the gap between the degree courses and the workplace and this relies on good engagement with business who are also willing to help the students understand the business specific context.
- Engagement with business during research or project activities illustrates that academic achievement can be a vehicle for raising institutional profile, for publishing the findings from the activities and for improving the engagement of academics with the businesses community.
Elsie Reynolds

dnbod ac Achredu Dysgu

Mae AAD yn cydnabod yn ffurfio l sgiliau a gwybodeth sydd eisoes wedi eu cyflwani a gellir darparu credydy'r dysgu yma drwy brofiad a’i gynnwys o fewn rhaglen addysg bellach neu uwch.

Am nifer o flynyddoedd dogfen ASA (2004) oedd yr unig ganllaw. Roedd yn cynnwys 16 egwyddor, sef Polisicau a Rheolaethau (1-3); Gwybodaeth (4-10); Rôl a Chyfrifoldebau (11-13) a Chefnogaeth (14-16).

Yn 2009 datblygwyd proses i gefnogi’r dysgwr i hawlio credydy ac mae’r adborh a dderbynwyd yn cydnabod fod hwn yn arloesol ac unigryw. Mae’r ymchwil gweithredu parhaus yn canolbwyntio ar y broses ac ar ddylanwad y cyflawniadau ar bobl a sefydliadau.

Ystyriwyd ystod eang o faterion i sicrhau cydraddoldeb gyda modelau traddodiadol o ddysgu gan gynnwys dilysrwydd, dibynadwyedd, cysondeb, cyflawnder, cyfrededd a dilysrwydd y broses a’r adnoddau.

Roedd sialensau ychwanegol yn perthyn i gefnogaeth i'r dysgwr i adnabod ei dysgu, i ddadansoddi'n feirniadol y dysgu hwnnw ac i ddarparu tysiolaeth dryloyw.

Gwerthusir profiad dysgwr drwy ddaod ansoddi a’r dysgwr yn astudiaeth achos. Defnyddid ymchwil gweithredu parhaus i werthuso'r broses a’r adnoddau.

Geiriau Allweddol:

Adnabod / Deilliannau Dysgu / Achredu / Parthau / Dadansoddi Beirniadol / Adfyfyrio / Tystiolaeth / Disgrifyddion Lefel / Credyd.

Mae ASA (2014) yn y bennod Assessment of Students and the Recognition of Prior Learning’ wedi cyhoeddi dangosyddion arfer gadarn i gefnogi’r broses hon.

Recognition and Accreditation of Learning

Recognition of Prior Learning (RPL) formally recognises skills and knowledge already achieved and this learning through experience can be acknowledged and included in further and higher education programmes.

For many years the QAA (2004) document was the only guidelines available. This included 16 principles related to Policies and Procedures (1-3); Information (4-10); Roles and Responsibilities (11-13) and Support (14-16).

In 2009 a process to support the learner to claim credit was developed and feedback received identifies this as being innovative and unique. Ongoing action research focusses both on the process and on the impact of this achievement on people and organisations.

A wide range of considerations included establishing and ensuring parity with traditional models of learning including validity, reliability, consistency, sufficiency, currency and authenticity of both process and resources.

Additional challenges were related to supporting the learner to recognise learning, to critically analyse and reflect on that learning and provide transparent evidence.

Qualitative analysis evaluates learner experience through a case study approach. The development of the process and resources is evaluated through action research.

Key Words:

Recognition / Learning Outcomes / Accreditation / Domains / Critical Analysis / Reflection / Evidence Level Descriptors / Credit.

QAA (2014) in the chapter on ‘Assessment of Students and the Recognition of Prior Learning’ have published indicators of sound practice which support this process.

It’s Commercialisation Jim, but not as we know it...........

In The Wales Institute of Work Based Learning (WIWBL), we need to do things differently. This is driven by our customers, employers and learners. There is a fundamental difference between our learners and the majority of the University’s conventional students. Our learners are employed and their employer expects tangible benefits from their studies.

The needs and expectations of our learners differ because of this. What we deliver has to be relevant to them in the workplace. We have a range of modules covering many topics, however, the modules which generate the most interest, are ones that are developed collaboratively with employers, which are designed to deliver a benefit to both the Learner and the Employer.

We’ve developed these modules for specific organisations, but in a generic manner which enables us to then offer them to other organisations in the same sector. Employers we’ve worked with in this manner include: Tata Steel and 3M, Fieldbay and Castell Howell, Torfaen County Borough Council and Carmarthen County Council, Porth Agored. More recently we’re working with Coastal Housing.

Our modules are all about the application of knowledge, and not just regurgitation of theories and models. This what employers like and Learners relate to. It’s a Win/Win for all concerned, with a return on investment for both parties.

The VC in his address on Monday listed 8 things a department must do. The first of which is to ‘develop a sense of urgency’. In working with employers, their expectation is that you treat their need with urgency. Here’s a quote from one (pleased) HR Director

‘That’s great, many thanks Nick. We were all really impressed with the response we have had from yourself and the team and are very excited about this work. We couldn’t have asked for more! Thank You😊 We will work on our actions which I will send out later today’.

We at WIWBL are becoming increasingly aware that some of our customers aren’t interested in gaining academic credit for completing our modules, but are more interested in the learning itself. This is a potentially lucrative market for WIWBL and an area where we could provide non-accredited programmes on a range of subjects, utilising the expertise within WIWBL gained from developing and delivering the accredited modules. This would form the basis of our Commercial offering, which is perhaps slightly different to the norm?!Topics on which we could easily develop non accredited courses include Leadership, Mindfulness, Mentoring, Health and Safety, Productivity Improvement and many more.I would ask you all, if during discussions with organisations, you unearth a need for non-accredited courses on any subject matter, you signpost them to WIWBL.Apolgies to our marketing department, but I thought I’d put a WIWBL slant on the UWTSD Mission:

Trawsnewid Addysg . . . Trawsnewid Bywydau yn y Gweithle
Transforming Education . . . Transforming Working Lives
Huw Thomas, Senior Lecturer, School of Business  (Huw.thomas@uwtsd.ac.uk)

A netnographic analysis of the digital attractionscape in Wales (PhD Research)

The impact of user generated content (UGC) and online reviews on the tourism sector has been immense, yet the focus of most academic study on the topic so far has been on the accommodation sector, and the use of online sites such as TripAdvisor and Facebook by visitors to attractions and particularly by attraction operators, remains unclear. This thesis was based on a netnographic study of visitor attractions in Wales and a review of the use of interactive communication technologies offered by the development of Web 2.0 and the social media sites TripAdvisor and Facebook. Within this context the concept of co-creation of experience (Neuhofer et al 2013) was examined in the attraction experiencescape of O’Dell (2005) and Mossberg (2007), and how this co-creation was extended through use of social media to create a proposed new term: the ‘digital attractionscape’.

Research interests: Tourism and heritage, in particular marketing and business issues for micro businesses in the industry.

External work/industry links – I am a national assessor for Visit Wales VAQAS Cymru - the Visitor Attraction Quality Assurance Scheme. This involves carrying out 25-30 quality assessment s each year, visiting attractions of all sizes. I have undertaken this work for over 10 years, building up an invaluable connection with a variety of operators in the attractions sector of the tourism industry.
**Rural Enterprise**

- Chief Officer: Mid Wales Partnership (2000 – 2006)
- Participation in Wales and EU rural development networks, forums and strategy groups
- Wales project work: Enterprise training (Innovation and Creativity) for new SMEs for Pembrokeshire Council. Innovative heritage opportunities in Carmarthenshire.
- EU project work: most recently Rural Alliances Project (ended 2015, with 6 European partners) – developing relationships between communities and enterprises, thinking entrepreneurially about

**Teaching**

- Various undergraduate and postgraduate modules on entrepreneurship and enterprise within business programmes
- Postgraduate Certificate in Rural Development (2000-2005, developed with DBRW and Powys County Council)
- DBA module Perspectives on Entrepreneurship
- BA and MBA dissertation supervision

**Themes around Entrepreneurship**

**International Work**

- Input to the development of a training programme in Social Entrepreneurship for Chinese University Careers Advisers (in conjunction with China Youth University for Political Science) – drawing on a British Council Grant.
- Consultancy for Toledo Cocoa grower association in Southern Belize (via a PhD students who is involved)
- Workshops for women entrepreneurs in Trinidad about innovation and creativity in enterprise (arranged via PhD student, who worked for the T&T Enterprise Development Agency)

**Research Student Supervision**

- An analysis of the craft sector in rural Wales
- Governance in Chinese Family Businesses
- Entrepreneurship Policy and Practice in Trinidad.
- Motivations and positionality of women small business owners in Thailand.
- Barriers to small business success in Benin City, Nigeria
- Motivations of women sole traders in Ghana
- Indigenous micro-entrepreneurship – The effects of Culture, Age and Gender on Entrepreneurship in the Mayan Communities of Belize
- How can entrepreneurship educators enhance undergraduate students’ opportunity recognition attributes, behaviours and skills in a higher education context?,
- Propensity for sustainable entrepreneurship among ethnic minority entrepreneurs in the UK
- An exploration of challenges and opportunities perceived by the minority entrepreneurs: A study of British Bangladeshi Entrepreneurs in the UK
Adventurous Activities in Physical Education KS2-4

Research focus – developing a new model of Adventurous Activities as part of the Physical Education curriculum (KS2-4)

Current situation - In Wales AA is a statutory part of the PEd curriculum.

Historic concerns - Marginalized and peripheral PEd experience.
- Residential delivery, remote location,
- Coaching focus on mastery of technical skills,
- Holiday / Get away from ‘proper school work’ mentality,
- Questionable transfer back to school/PEd curriculum,
- Few links with local clubs for lifelong recreation.

Key Questions: What Learning Outcomes can be achieved by doing adventurous activities?
What adventurous activities can promote identified Learning Outcomes?

What do we know? Main Learning Outcomes for Adventurous Activities (Review of research findings)

Affective learning ... self-esteem, self-confidence, identity = STRONG

Physical learning ... stamina, general fitness, health & well-being = POSITIVE but FEW STUDIES

Cognitive learning... direct academic knowledge gains = WEAK (Env Ed?)
Indirect link between AA and RAISED ATTAINMENT via enhanced social skills leading to increased well-being, confidence & success.

Q. What makes AA authentic? (thereby achieving the Learning Outcomes)
- Mostly OUTDOORS
- EXPERIENTIAL
- RISK/UNCERTAINTY
- CHALLENGE by CHOICE

These four Non-negotiables (need to be present to be authentic)

Next Steps
- Work with local schools to implement a new model of AA learning.
- Evaluate new model / Clarify specific affective outcomes of AA.
- Research specific physical and cognitive outcomes of AA to Physical Education.
- Research relationship between AA and Environmental Education.
METPOL: a case study

The focus on the presentation will concern employability in higher education; are we making our graduates fit for practice.

In 2011 Susan Anderson CBI Director for Education & Skills stated that “Employability skills are the most important attributes that businesses look for in new recruits, but graduates are currently falling short of employers’ expectations.”

The HEA 2016 Framework for embedding employability states that it should be “embedded into all learning and teaching policies, processes and practices – particularly in the curriculum – and considered throughout the student lifecycle, from the very start of a student programme through to the completion of their studies”

Our ultimate aim for students is to enhance their learning and to prepare them for life after university. Our job as a HEI is to develop students ‘To, Through and beyond’.

What are we doing to meet these needs?

For a student wanting to go into the Public Services it is very hard to get specialist, technical and transferable skills in that profession, unless there is a family connection. We have a diverse student’s body most of which would not have the ‘social network’ to gain experience in their chosen field.

Public sector Competency Frameworks have been developed over a number of years by organisations keen to define the skills they expect from potential employees and from current employees and managers. These include;

- self-management,
- team working,
- business and customer awareness,
- problem solving,
- communication,
- application of numeracy
- application of information technology
- effective communication,
- community and customer focus,
- personal responsibility,
- resilience,
- problem solving,
- respect for race and diversity
- team working.

As a result the team used their own social network to develop METPOL.

METPOL was set up in 2012 as Swansea Met Police student volunteer scheme.

Key points to discuss:

- What it does?
- What the students do?
- What do they get out of it?
- How successful is it in helping employment?
- How it develop core competencies?