

# Developing an Employer Responsive Learning Curriculum

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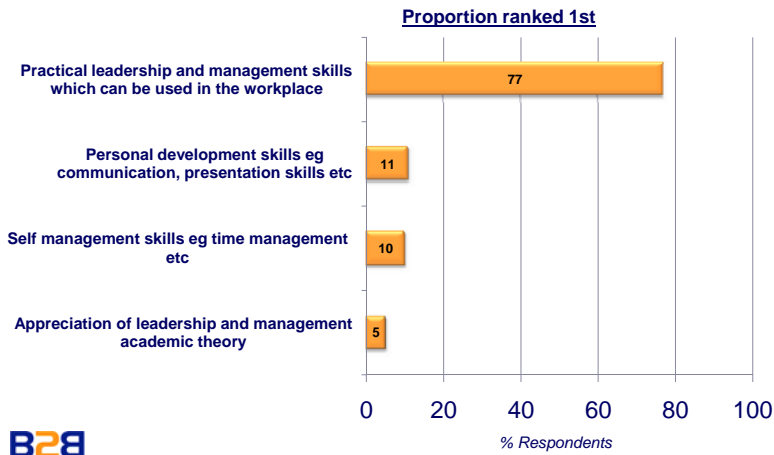
## The FLECS Collection *(Flexible Learning for Employability & Community Scenarios)*

- ▶ Two year project, funded by Graham Review monies, to enhance accessibility to bite-sized learning across Newport Business School for work-based learners.
- ▶ Focus on leadership and management
- ▶ Approach
  - External market research of employer needs
  - Gaps identified in the current curriculum and learning provision
  - Subsequent flexible learning curriculum developments using appropriate blends of learning approaches involving traditional and modern technologies

# Deliverables: Employers and Workplace Skills

Page 3

When it comes to deliverables for your staff from a leadership and management programme, what are you most looking for your staff to have developed... RANK IN ORDER OF IMPORTANCE

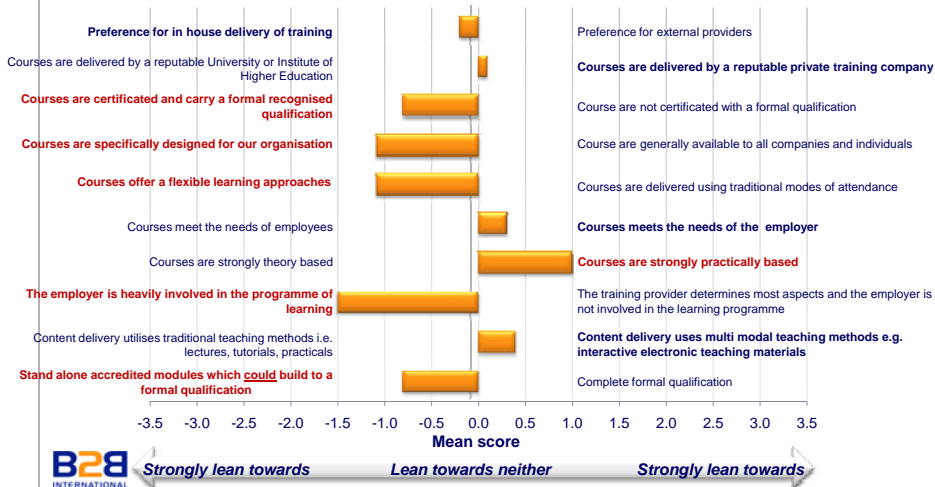


Base: 99

# Course Preferences

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I am going to read some pairs of issues associated with courses for leadership and management development. Thinking of what you are looking for, which of these do you lean towards? SCALE: Strongly lean towards, Generally lean towards, or lean towards neither

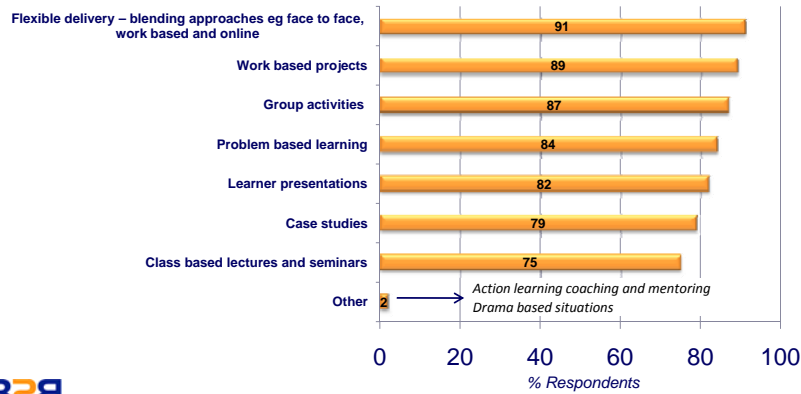


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## Preferred Teaching Methods

### Flexible Delivery and Engagement

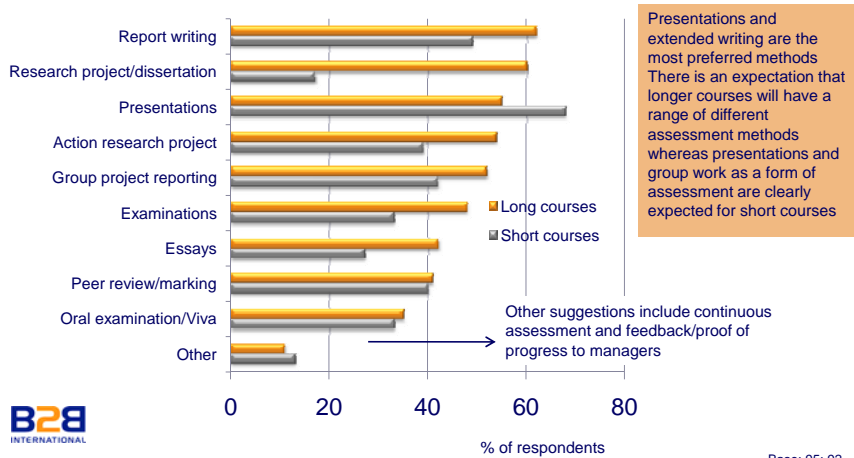
Which of these teaching methods are you looking for from education and skills development courses in leadership and management



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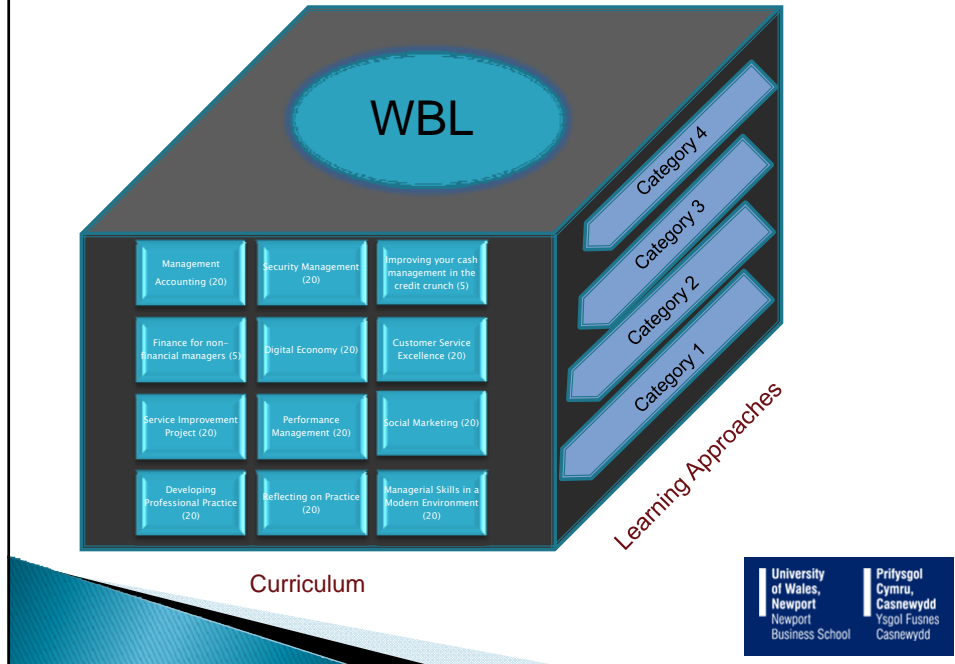
## Assessment Preferences For Longer And Shorter Courses

Which approaches to assessment are you looking for, for longer formal qualifications or modules which build to qualifications?  
And for shorter courses e.g. CPD, executive education, bespoke courses?



Base: 95; 92

## NBS Learning Curriculum within the Flexible Framework



## Case Study: Financial Analysis

**Accounting for Non-Financial Managers**

**1 Introduction**

**Introduction**

This module is designed for anyone who is expected to manage financial resources, interpret financial data, and interact with accountants in their day to day roles. It demystifies the language of the accountant, and provides an understanding of (and the ability to interpret) 'accounts' (financial statements) and budgets. This understanding is developed by thoroughly (and simply) explaining terminology, and through exercises that encourage participants to produce and interpret simple accounts and budgets.

**Aims**

- To develop knowledge and understanding of accounting terminology and language, and the main principles of financial and management accounting
- To develop competencies in the preparation of simple financial accounts
- To develop competencies in the preparation of simple budgets and forecasts
- To develop interpretive and performance measurement skills relating to simple accounts and budgets, and the ability to prescribe remedial action

**Indicative Content**

- The terminology of the accountant

<https://my.newport.ac.uk/moodle/course/view.php?id=502>

University of Wales, Newport Business School | Prifysgol Cymru, Casnewydd Ysgol Fusnes Casnewydd

## Case Study: Law for Managers

- ▶ Expectation – workplace based
- ▶ 20 credit Level 6 module disaggregated into 4 x 5 credit short courses
- ▶ Learning Technology developments
  - Institute of Digital Learning
  - Development of short films and podcasts
  - Use of Moodle – discussion forums etc

## Questions

