

# **Student Guide**

## **Progression to Employment**

### **DE3R 34: Personal Development Planning**

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## INTRODUCTION

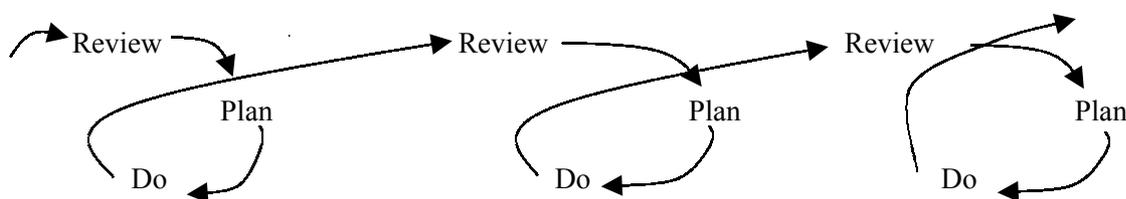
### What is Personal Development Planning?

Personal Development Planning (PDP) is a process that will allow you to identify, manage and develop your skills, experience and learning. It is a recurring process that will help you clarify and achieve your personal, educational and career aims. In simple terms it involves a cycle of activities:

- ◆ reviewing where you are
- ◆ planning where you want to get to
- ◆ carrying out your plan and
- ◆ reviewing, again, where you have got to

review → plan → do → review

The review at the end of one planning cycle marks the beginning of the next:



The skills you develop in this Unit are useful because you will be able to use this planning cycle many times in your life whether you are planning for a career or planning to achieve your personal goals. You can use it to help you get the most out of your HN studies; if you go on to degree level study you will find the college/university you attend will require you to keep up the process; and, increasingly, employers require evidence that you can manage your own development, through PDP, at recruitment and as a basis for ongoing career development.

Examples of ways in which you might use PDP include:

- ◆ planning at school for subject choices and applying to a college
- ◆ setting objectives for degree level study
- ◆ setting objectives for employment
- ◆ gap year or voluntary service
- ◆ pre exit planning session with supervisor
- ◆ annual requirement for Continuous Professional Development (CPD) report in employment
- ◆ joining professional body/annual requirement for CPD update for membership
- ◆ requirement for postgraduate qualification at university
- ◆ career move: new CPD phase

## **This Unit**

By completing this Unit you will demonstrate to yourself and to others such as employers, academic selectors or admissions tutors that you are able to think critically about your own development and take appropriate action to achieve goals.

In particular, your work on PDP in this Unit will:

- ◆ help you make the most of the opportunities offered at HN and post-HN
- ◆ develop your skills as an independent learner
- ◆ ensure lessons learned during your HN course are carried through to post-HN study and employment

### **Approaches to PDP and your broad objectives**

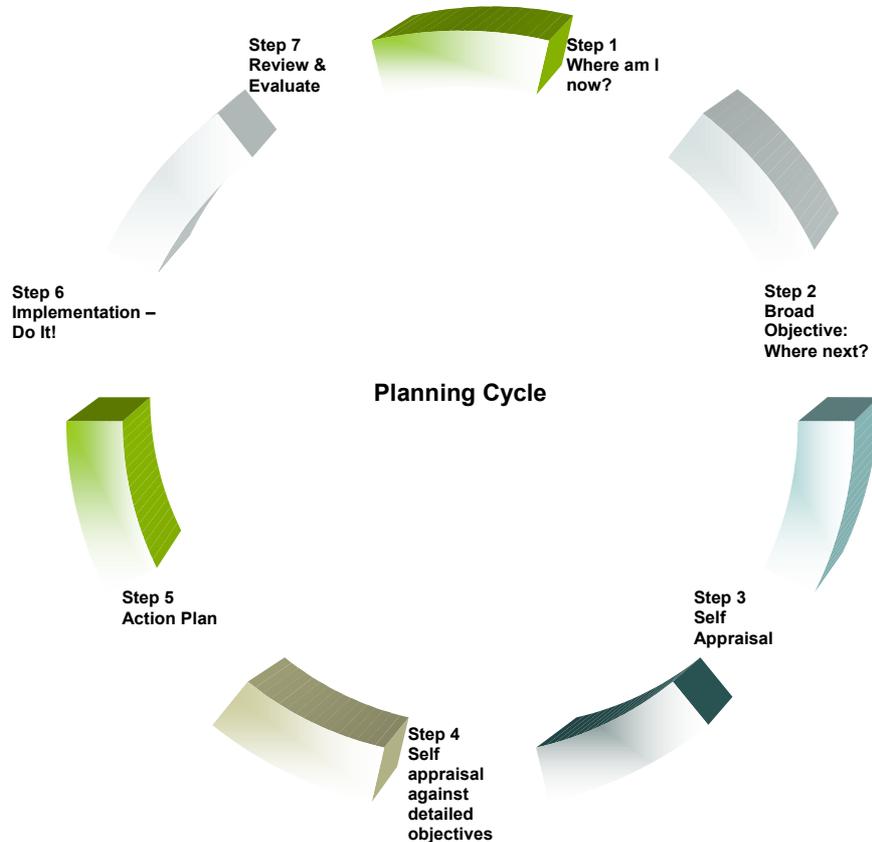
Through the PDP process this Unit will help you to focus on immediate goals as well as long-term objectives. For the purposes of the Unit you will be looking at your intended direction over the next 18 months. The routes applicable to this stage of planning are:

- ◆ progression to degree study
- ◆ progression to employment
- ◆ further development of Core/Key Skills

The next section will show you how to use seven steps to the make your PDP process effective.

## Steps to planning

Throughout this Unit, and irrespective of which route you choose as the area of focus for planning, there is a step-by-step approach and framework for analysing, planning, implementing and evaluating.



## Becoming a self-directed and independent learner

As a learner whose aspiration is to build on your HNC/HND by progressing to employment, you will need to develop the ability to plan and direct your own work and to work independently. There is no mystery to acquiring this ability. It is gained through a mixture of self-knowledge, making the most of your strengths, tackling areas that might let you down, being able to plan and evaluate what you do and taking appropriate action, where necessary.

Undertaking HN study provides the perfect opportunity to work on these aspects of your development and this will stand you in good stead in the work environment, ensuring you are prepared for the opportunities and challenges that employment will bring.

## **How can the Personal Development Planning Unit help?**

To help you towards becoming an independent learner, an HN Unit on Personal Development Planning has been devised, which you are taking as part of, or in addition to, other Units in your course. The PDP Unit is worth 8 SCQF credit points at level 7. It is an assessed Unit which, if achieved, will appear on your SQA certificate.

The Unit has three Outcomes, which are:

- ◆ Outcome 1: Create and maintain a personal development portfolio and personal action plan
- ◆ Outcome 2: Implement a personal action plan
- ◆ Outcome 3: Monitor and evaluate the plan and its implementation

## **What will I gain from completing this Unit?**

There are three main benefits in the completion of this Unit. These are as follows:

- ◆ You will be able to demonstrate to your potential employers that you can plan your development, learn from experience and adapt your choices and options as appropriate.
- ◆ You will learn to apply sound criteria in your choices and decision-making. This is important as asking the right questions, honest self appraisal and making the right choices will have a significant impact on your chosen career path.
- ◆ Your aim is to enhance your employability. However, once you have achieved your goal — a job — the skills gained through the PDP process will provide you with the opportunity to achieve much more. Think beyond getting a job — think about career development.

## **Guidance on assessment requirements**

These Outcomes will be assessed by a personal development portfolio, which will include a personal action plan.

In order to achieve this Unit, you will have to produce a personal development portfolio, which will include a personal action plan that covers at least one year of a full-time HN course or two years of a part-time course. The portfolio and action plan will be assessed on a number of aspects including:

- ◆ your ability to reflect on your personal qualities and skills
- ◆ evidence of your achievements
- ◆ your ability to weigh up your options for post HN study
- ◆ how you monitor and amend activities planned to achieve current and post HN aims and goals
- ◆ how you take responsibility for achieving aims and goals
- ◆ how you manage the opportunities offered to you during your course
- ◆ your ability to set SMART (specific, measurable, achievable, realistic and time bound) objectives
- ◆ lessons learned

## **Guidance on assessment process**

Guidance on creating, maintaining and presenting the portfolio and action plan are given in this guide. Your tutor will also give you support and advice on assessment throughout the completion of this Unit.

In putting together a portfolio and devising an action plan you will need to engage in several processes. These include:

- ◆ gathering evidence of skills and achievements
- ◆ analysing current work and personal qualities and skills
- ◆ giving explanation and receiving feedback on self appraisal and plans
- ◆ investigating options post-HN
- ◆ communicating with key people in relation to present course and future plans
- ◆ locating resources to help with planning and achieving goals

## **The personal portfolio**

What do we mean by a personal portfolio and why should you develop it?

A personal portfolio is a collection of documents that details your achievements through particular stages of your educational path or career route. If you develop this portfolio of evidence over a considerable period of time it will be of real value to you in assessing the skills you have already, recording new achievements and planning future goals and objectives.

Although, in this instance, your portfolio will assist you in gaining the Personal Development Planning Unit, it has a wider significant use. For example, it has the potential to provide evidence for potential employers or other places of study that you are able to plan and evaluate your own objectives and goals. The portfolio can also be a basis for future planning in whatever context you find yourself once your HN course is finished. Increasingly, employers are encouraging Continuous Professional Development (CPD), universities are required to ensure learners undertake PDP and many professional bodies use a portfolio approach to generate evidence of competence in a specific vocational and/or professional field. The process of planning, portfolio building and evaluation is, therefore, an important building block at this stage of your academic and vocational journey.

## **Your personal development portfolio and action plan**

The following pages give advice and guidance on completing a portfolio including a personal action plan.

Each step has:

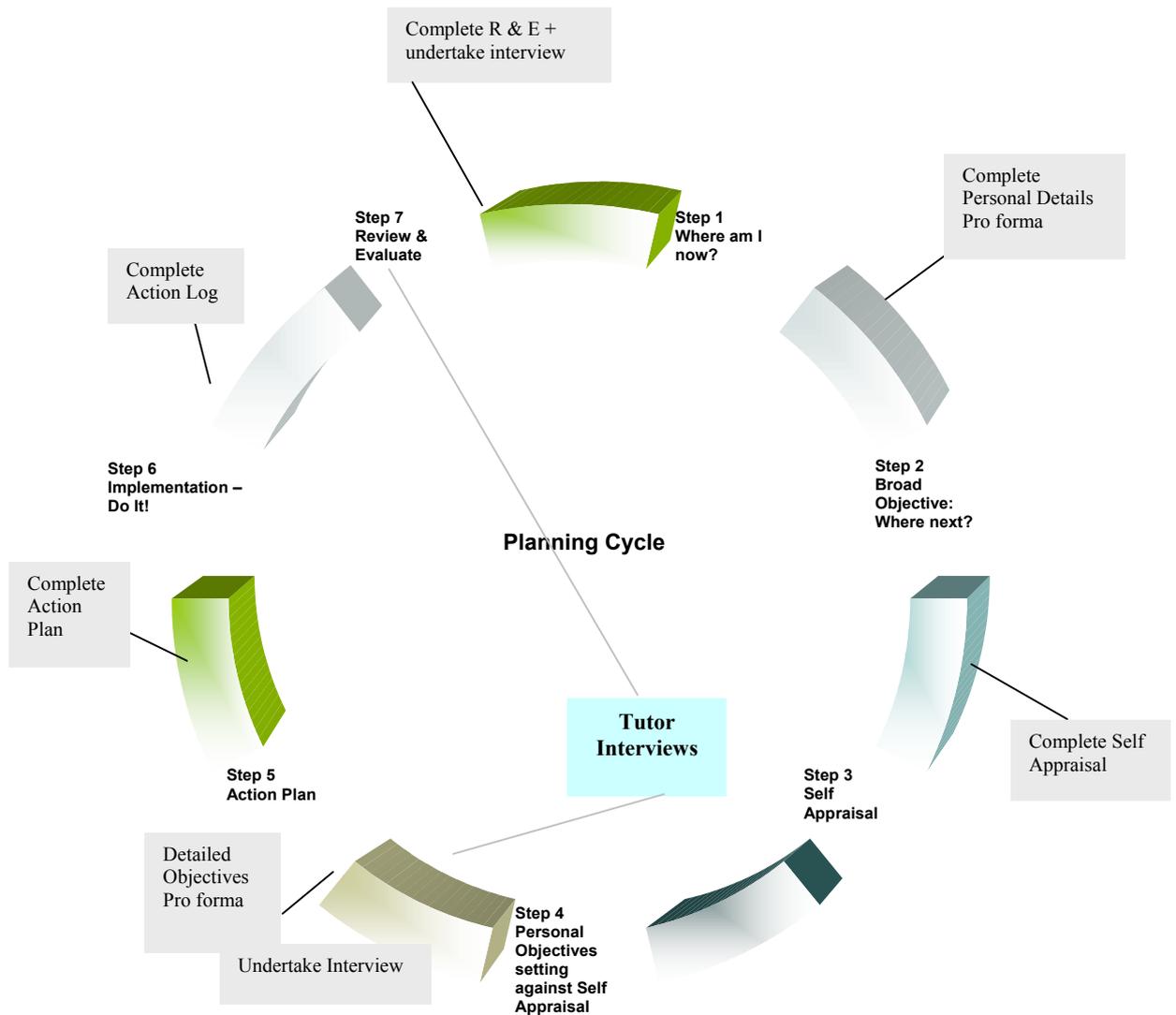
- ◆ guidance and advice, eg what questions you should ask
- ◆ advice on when you should review each part of the portfolio/action plan
- ◆ advice on how to gather evidence
- ◆ pro-formas that can be used to record activities and which can be used as the basis of your portfolio and action plan are given in the portfolio shell. These are designed for written submissions but you can use other forms of evidence such as video or sound recordings as long as they cover the assessment requirements. The guidance gives a clear indication of what must be included and some exemplars are given in the shell.

Although the development of a portfolio is a continuous process, you should set key dates for completing tasks and for meeting your tutor to review steps. You will be able to complete some things immediately such as basic details and objectives but other aspects will only be able to be completed after finding out relevant information.

# STEPS TO PLANNING

## Seven steps to planning

Remember that the Personal Development Planning process is defined by the seven steps to planning given below.



## Step 1: Where am I now?

This is the starting point of your planning cycle and is simply a note of who you are, what you are studying, an outline of the content of your course and key dates. This information will be the first page of your portfolio. You can use the personal details pro forma in the portfolio shell to complete your own personal record, which must include the following:

<b>Name</b>	Full name
<b>SQA number</b>	You will have an SQA number either on previous certificates or you can obtain this from your tutor
<b>Centre details</b>	Name of centre, eg ***** College
<b>HN details</b>	<ul style="list-style-type: none"><li>◆ the title of your HN award, eg HNC in *** or HND in ***</li><li>◆ is course full-time or part-time</li><li>◆ start and finish dates</li><li>◆ core Units and options</li></ul>
<b>Existing qualifications</b>	eg Highers, NC modules, SVQs

## **Step 2: Broad objective: where am I going next?**

This step will have been discussed with you at induction and you will have considered three options. You have been asked to decide which of the following areas would be most useful for you to plan and develop:

- ◆ moving on from your HNC or HND to degree study/university

*or*

- ◆ moving from your HNC or HND to employment

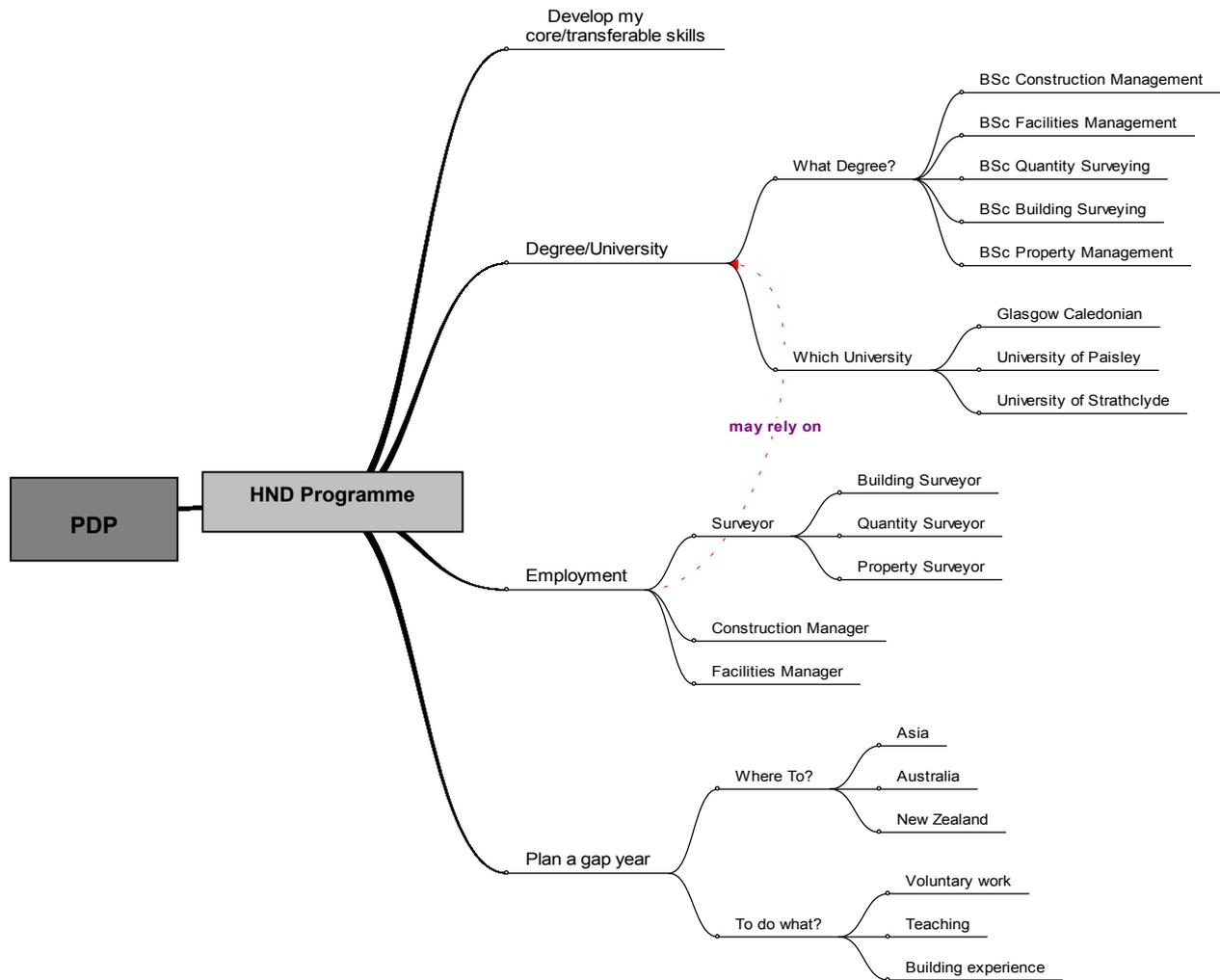
*or*

- ◆ looking at further opportunities to develop your Core/Key Skills

At this point you need to confirm that you have chosen the most appropriate option for your development. You can use a mind mapping process to help you with this and an example of this is given on the following page.

## Deciding which optional route to develop

Mind mapping can be a useful way of clarifying your thoughts.  
Which of these routes is most in need of your development focus?



This guide will take you through the requirements for assessment of the HN to employment option. It will help you find out more about the options open to you, appraise your skills and abilities in relation to the job market, and consider the things you need to do to succeed.

Work is paid employment. It can be full or part-time, seasonal, temporary or permanent. Some people have spent their whole working life with one employer but this is very unusual today.

Different jobs offer different rewards. Freelance work in the creative industries may bring the satisfaction of working for yourself but does not offer the security of a position in local government. Some jobs offer immediate financial reward but little chance of promotion. Other careers bring clear progression routes and regular pay increases for length of service, but often the starting salary is low.

You need to know more about your options, you have to consider what opportunities are open to you. There is no point in looking for jobs that do not exist, and you have to be aware of the competition.

You will have to investigate the industry or fields of work in which you are interested. You can do this research in a number of ways.

- ◆ use trade journals and magazines
- ◆ work with the careers department of your college
- ◆ look at job ads in the press
- ◆ refer to business directories at your local reference library
- ◆ access the internet for similar information
- ◆ contact employers directly to find out about opportunities
- ◆ speak to your tutors who may have industry knowledge

Working through this Unit will help you understand whether you have the skills, abilities and personal qualities to succeed. You will be able to design and implement strategies to address any weaknesses. The Unit will help you understand where you will best fit in the job market.

It is best to find work at the proper level for you. Although your ambitions may be impressive and grand, where are you going to start? You do not want to waste time applying for positions others are more capable of, nor do you want to apply for jobs for which you are over-qualified.

What you are trying to establish is which rung on the career ladder you want grasp. Once you are on the ladder personal development planning could well be a feature of your professional progress for years to come.

### Step 3: Self appraisal

To meet set objectives, undertake appraisal of yourself and overcome any potential barriers to meeting your goals, you have to be able to make a realistic assessment of your skills, qualities and the contexts in which you live, learn and work.

Self appraisal comes from knowing yourself but should be backed up, where possible, with documentation. If you do have any documentation that supports work you have done, eg a testimonial from an employer or education you have undertaken, it should be included in your portfolio.

The main aim of appraising your personal skills and qualities is to help you set a baseline of where you are now and what you will need to meet your objectives. You will then be able to incorporate any gaps identified into your action plan.

Your self appraisal should cover the areas discussed below.

#### Core Skills

Core Skills are important in all areas of education and work. Core Skills might be formal, eg in HNC/HND there will be a Core Skills requirement and you need to meet this to gain the award. You might also need particular Core Skills if you are progressing to a particular degree, eg if you want to undertake a degree in a humanities faculty then you might require a Core Skill in Communication at Higher level. This would need to be part of your action plan because you need to explore ways of gaining this if it is not a formal part of your course. Core Skills also include 'softer' skills such as Working with Others. You might not have a formal certificate for this but have had experience working in teams. If you do have any evidence such as certificates or references, you should include these in your portfolio.

The Scottish Qualifications Authority has developed a framework for developing, assessing and certificating Core Skills. This can be used to benchmark your own skills achieved through your programme of study and other achievements achieved at an earlier phase in education or in the workplace. This is shown below:

Core Skill	Components
Communication	Oral Communication Written Communication (Reading) Written Communication (Writing)
Numeracy	Using Graphical Information Using Number
IT	Using Information Technology
Problem Solving	Critical Thinking Planning and Organising Reviewing and Evaluating
Working with Others	Working with Others

The National Core Skills Framework defines each of the Core Skills at five levels. These are:

- ◆ Access 2
- ◆ Access 3
- ◆ Intermediate 1
- ◆ Intermediate 2
- ◆ Higher

The Framework provides definitions of each Core Skill component under the headings:

- ◆ general skill
- ◆ specific skills
- ◆ further information on the general skill/specific skill
- ◆ examples of tasks

This analysis is helpful in designing opportunities for development and assessment of the complete and component elements of each Core Skill.

This Framework is available in full via SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk)

*Click* on the NQ icon.

*Click* on Core Skills information

*Click* on Framework information.

This will provide information of the types of Units/exercises and activities which help you build and develop your own Core Skills profile.

### **Personal qualities**

In defining your personal qualities, you should identify qualities that are particular to you and relevant to your current stage of development and aspects that will assist you in future development. For example, a friendly manner is something we may all think we have but this is rather non-specific. It might be more useful to think about things such as reliability, creativity, good interpersonal skills, ability to pay attention to detail, problem solving, etc. You should be able to provide support for the qualities you identify, eg work/school record, testimonials, etc.

When you identify your personal qualities, you might also want to think about the things you need to work on. For example, do you lack confidence? Do you do things at the last minute? If this is the case, these might be part of your immediate objectives in the HN year, handing work in on time will ensure that you complete your HNC/HND successfully. Are there any small goals you could set and work towards achieving? This will help to build your confidence.

### **Knowledge and Understanding**

During your experience to date, you will have developed a wide range of knowledge and understanding. You are not expected to record everything you know but you should provide any formal certification, records of training or informal learning such as those gained through clubs, societies etc.

## Technical skills

Technical skills may be formal or informal. For example, you might not have a qualification in IT but you are able to build your own website, do desktop publishing, etc. On the other hand, you may have formal skills undertaken as part of a job or in school. It is important to identify all your technical skills. You may not have formal certificate but perhaps you might have other evidence to support your claim to these skills, eg a website you have built.

## Contexts

As well as looking at personal qualities and skills in relation to current and future study, the educational and domestic contexts within which you operate are important factors. These include things such as:

- ◆ child care
- ◆ work
- ◆ travel
- ◆ living away from home
- ◆ time and space at home to study
- ◆ support of family and friends

This list is by no means exhaustive. These and other factors will have an impact on your progression, achievement and ultimately your decision on which job/career path you choose. None of these factors should stop you pursuing your career, but you must plan for their eventuality.

## SWOT analysis

SWOT is an acronym for **Strengths**, **Weaknesses**, **Opportunities** and **Threats** and a SWOT analysis is a way of looking at your skills and abilities in relation to the opportunities open to you in pursuing post-HNC/HND employment and any factors that might threaten that goal.

In order to do this, you will first have to do some research into work/careers courses in the areas you are interested in. In particular, you need to have a sound idea of the skills, qualifications and qualities you will need to enter a specific job/career/profession. There are a number of ways you can do this.

- ◆ contact your college careers department. It should have information on industry in general and on specific employers
- ◆ use libraries, both local and in college to access books and newspapers, journals and magazines
- ◆ check out trade directories, even the Yellow Pages can contain lots of useful information
- ◆ use online information sources. There are many websites devoted to career planning and many more which give industry information
- ◆ speak to your subject and course tutors; often they have industry knowledge and experience which could be useful
- ◆ speak to people you might know who already work in the field you hope to work in

Once you have completed your self appraisal and obtained information on the broad requirements for post-HNC/HND employment you can complete a SWOT analysis. A blank pro forma is included in the portfolio shell should you wish to use this.

## Step 4: Setting personal objectives

You need to be realistic when setting these but do not be afraid to think about what you really want or aspire to. It may be that once you have considered your options, you will need to re-think your objectives and plan but this is what the process is about. If at the end of the process you have a clear idea of what you want to do and what you can achieve realistically at the next stage, then you will have been successful in this process.

In setting your personal objectives you should think about the following.

- 1 **Objectives for your current year of study.** This might include such things as what you want out of your HNC/HND, eg personal development, a subject specialism, or specific valuable skills to take into the job market.
- 2 **Where you want to go immediately after completing your HN course.** This might include options such as completing a second year in Further Education by undertaking an HND or you might want to take up a junior position in a company in your chosen field.
- 3 **What you might eventually want to do as a career.** You may have a specific career or profession in mind such as a teacher, plumber or psychologist, you may have a general area in which you are interested such as science or IT or you may have several broad interests but are unsure which you wish to pursue.

Before setting down your objectives, you need to think about the options in each of the three areas above and the way in which they might link to each other. For example, if you have a clear interest in becoming a computer programmer, you need to ensure that you are taking the right Units within your course and that you can identify paths to this career. On the other hand you may be considering a career working with children or young people but are unsure whether this would be teaching, social work or sports coaching. In this case you need to consider the type of further education or training you should undertake to keep options open.

Objectives can be reviewed during the PDP process but you should try to reduce glaring discrepancies such as hoping to complete an HNC/HND in Childcare and then to become a crime scene investigator. Although people do take circuitous routes to eventual goals, this Unit is about trying to plan your educational and career development in a logical way.

It is envisaged that as you go through the process you might change your original objectives as you find out information and choose and reject options. There will be an opportunity to do this after you have carried out your self appraisal and before you complete your action plan. If you do change your objectives you should record your reasons for changing your objectives and record your revised objectives.

Objectives should be SMART (specific, measurable, achievable, realistic and time bound), which means thinking about what kind of job you want, identifying one that is within your reach and in a broad area in which you are interested and setting a date when you hope to begin work.

## Are your objectives SMART?

It will help you to achieve the objectives you include in your action plan if you have tried to make them SMART. This means that you have tried to make them

**Specific**  
**Measurable**  
**Achievable**  
**Relevant**  
**Time bound**

Use the checklist below to review your objectives.

<b>Specific</b>  Are your objectives expressed in such a way that you are exactly clear about what you have to do to achieve them?	<b>Yes/No</b>
<b>Measurable</b>  Is progress towards your objectives measurable or quantifiable? Where appropriate, do they tell you how much? How often? How many times? When? or where?	<b>Yes/No</b>
<b>Achievable</b>  Are your targets achievable in the time and resources available to you? Are they reasonable?	<b>Yes/No</b>
<b>Relevant</b>  Are your targets relevant and appropriate to your situation and circumstances? Are they important to your wider aims?	<b>Yes/No</b>
<b>Time bound</b>  Have you set a clear timescale for the achievement of your objectives? Have you identified reasonable 'milestones' along the way?	<b>Yes/No</b>

Here are some ways to help in setting your personal objectives.

We all have ‘downtime’, time to relax and enjoy ourselves, doing what we want to do. An important part of any job will be your ability to **enjoy** your work. The trick is to understand **what** you enjoy and hopefully earn a decent living from it. One way of doing this is to think about the types of things you enjoy and why.

For example, check all of your hobbies and interests. How exactly do you use your spare time? What interests you? What do you **enjoy**?

From attending a football match to going a shopping trip, all of us employ skills we are often unaware of. It is fundamental to understand the relationship between the activities that you enjoy, your strengths, constraints on your lifestyle and available avenues for employment.

What hobbies or pastimes do you enjoy? What latent skills lie here?

<b>Hobby</b>	<b>Skill/Competence/strength/personal quality</b>
Example: rowing (oars-person)	Team player Coordination Fitness Stamina Competitive Self-sufficient Spiritual Safety-aware Adventurous

<b>Hobby</b>	<b>Skill/Competence/strength/personal quality</b>
Example: meditation	Concentration Ability to spend time on own Calm Self-sufficient Spiritual Self-aware

### **Receiving feedback on personal appraisal and objectives**

Before proceeding with your action plan, you need to submit your self appraisal and objectives to your tutor. He/she will then review these with you. To help you prepare for this review you should think about the following:

- ◆ why you have chosen particular objectives and the way in which present study and future learning and development relate to each other
- ◆ evidence for qualities and skills identified, eg certificates, references, experiences, etc
- ◆ be able to give reasons for qualities and skills identified where there is no direct evidence
- ◆ be able to give reasons how the knowledge and understanding, skills and qualities you have identified will help you meet your objectives, eg certain kinds of work demand specific IT or technical skills

Sometimes it can be difficult to be honest about ourselves. Your tutor is there to help and support you but it is his/her job to get you to reflect realistically on what you have written. PDP is largely your responsibility so you need to respond constructively to the review. For example, you might have a particular image of yourself as a reliable person but you have been late for every class since the start of your course. Your tutor may ask you to explain your perception of yourself against what others are seeing. There may be good reasons for this but if, for example, this is because of difficulty in travelling you would need to think about where you choose to live and work post-HNC/HND. If there is no real reason then this might be an aspect you want to work on or you need to remove this from your list of qualities.

## Step 5: Action planning

Once you have identified (and perhaps revised) your objectives, you are now ready to write an action plan of how these will be achieved. This involves planning the actions you will need to take to achieve your objectives.

Identify your objectives and against each one list the individual actions you will take to achieve it. You also need to set target dates by which you hope to achieve each objective and the actions that fall within it.

Remember that your objectives will fall into three broad categories:

- ◆ Those that relate to your current year of study. What do you need to achieve or develop in order to satisfy the requirements of progression to employment.
- ◆ Those that relate to your plans for entering work immediately after your HN course finishes.
- ◆ Those that relate to long-term goals such as pursuing a particular career.

What sort of things would be included in your action plan? There are a number of activities common to nearly all job hunting scenarios.

- ◆ research: on the industry in general
- ◆ research: on particular jobs
- ◆ research: on particular employers
- ◆ checking job ads
- ◆ following industry news
- ◆ prepare CV
- ◆ compose letters
- ◆ send e-mails, make phone calls
- ◆ network

You can have as many strategies as you feel are appropriate for each objective. For each strategy you need to consider five key aspects. These are:

<b>How</b>	—	the way(s) in which you will go about meeting your objective
<b>Who</b>	—	the key people you need to involve
<b>Help</b>	—	what help you might need
<b>When</b>	—	target/key dates
<b>Hindrances</b>	—	what obstacles might cause difficulties for you?

Before you start on your plan, it might be helpful to consider the forces that might help or hinder you in achieving your objectives.

## Helping and hindering influences

Whether a plan succeeds or not can depend on other influences that are nothing directly to do with the plan but which help or hinder progress. You can increase your chances of success by trying to anticipate those influences that are likely to hinder your progress — and trying to minimise these — and those influences that are likely to help your progress — and trying to maximise these.

List below the influences that are likely to help or hinder your action.

Think of ways in which you can maximise those helping and minimise those hindering.

**Helping influences**



**Hindering influences**



## A starting point

Here is a practical example of how you might get started.

- ◆ Check out advertisements for jobs you would like.
- ◆ What do the advertisements tell you?
- ◆ What are potential employers looking for?
- ◆ Have you got what they're looking for?
- ◆ If not, what can you do about it?

For example, look at the following advertisement

### JOE BLOGGS PRINTERS LTD

#### PLANNING DEPARTMENT

#### **ASSISTANT REQUIRED**

Must be numerate, well-organised, self-motivated and able to meet deadlines.

An aptitude for QuarkXpress would be desirable.

Please contact Human Resources Dept., Joe Bloggs Printers Ltd., Any Street, Small Town, by 24 April 2005.

Once you have decided you are interested in the job, check out the closing date for applications. Do you have enough time to prepare your application? If yes, go through the advertisement, line by line.

The job is in the Planning Department of Joe Bloggs Printers Ltd. Do you know what is involved in planning? Do you know what is involved in planning at Joe Bloggs Printers Ltd? Where can you find out?

The job is for an assistant. Assisting whom? In what way? Will there be in-house training available?

You must be numerate. Are you? If not, what can you do about it? How well-organised are you? Are you self-motivated? Can you meet deadlines?

An aptitude for QuarkXpress (software used in printing and publishing industries) is desirable. Are you computer-literate? Assuming you are unfamiliar with the software, where can you find out about QuarkXpress? Remember: an aptitude for QuarkXpress would be *desirable* — not necessary. Ask (at interview) about in-house training in QuarkXpress.

And remember the **deadline** for applications.

## **Step 6: Implementing your action plan**

This step of the cycle is the active phase where you will implement your action plan and, in the process, establish just how realistic your objectives really are.

It is important that you log all activities against your objectives as this will be part of your portfolio and will be important when you come to the final evaluation stage of the process.

Where your actions or objectives have to change, it is essential that you make notes to record the reason for change or modification so that you can use this in your final evaluation of the process.

Your ongoing log of activities you have undertaken in implementing your action plan should include:

- ◆ broad objective
- ◆ action(s) required to meet this objective
- ◆ completion/review dates
- ◆ key people, help and possible obstacles
- ◆ an ongoing record of what you did
- ◆ a reflection on what you learned and what you should do now

A pro forma for recording this information is given in the portfolio shell should you wish to use this.

## Step 7: Review and evaluation

As stated at the beginning of this exercise, planning and evaluation are ongoing activities. It is constructive to review the progress made against your objectives and evaluate the development yet to be achieved. At the end of the delivery of the PDP Unit your tutor will formally review your progress with your tutor.

There are two purposes in undertaking this review:

- ◆ to ensure that you have completed all of the tasks required for the PDP Unit
- ◆ to establish the progress that you have made and identify your long-term development goals

In order to facilitate this process of review and evaluation you can refer to your action plan where you reviewed the success of each action, where you recorded what you did, what you learned and what you do now.

You also need to provide a final evaluation of the whole process. The form in which this is presented should be discussed with your tutor but you need to ask yourself two main questions:

- ◆ What have I learned about myself ?
- ◆ What have I learned about the personal development planning process?

To help you to evaluate the Unit and present your assessment evidence you will need to review systematically what you have done, what you have learned and what you are going to do now.

It might be helpful to revisit the steps in the process you followed.

**Step 1:** Where am I now?

**Step 2:** Broad objective?

These first two steps asked you to clarify your present situation and where you hoped to move to after your HNC or HND programme? How easy did you find these tasks?

**Step 3:** Self appraisal?

Step 3 asked you to take a detailed look at the skills and qualities you had already developed. What processes did you use for this? Would you use them again for personal planning? What did you learn from your SWOT analysis? Did you gather comments from other people? If so, did their comments alter your initial appraisal of yourself? How and when could you use self appraisal in the future?

**Step 4:** Skills profile against detailed objectives?

In Step 4 you had to clarify and describe your personal objectives: in terms of your HNC/HND study; what you wanted to do immediately after your HNC/HND; and your wider career aims. Were you able to match your existing skills and abilities against the requirements of your chosen next steps? Did you find this process difficult (many have difficulties clarifying their objectives but still find it very helpful)? Were you able to identify development priorities?

**Step 5: Action planning**

Step 5 asked you to use the information and ideas you had gathered from the previous steps to create a plan of action to achieve your objectives. How did you go about this? Did thinking about SMART objectives help you to create a practical plan? How could you use similar planning processes in the future?

**Step 6: Implementation — do it!**

What did you have to do to implement your plan? Did it go to plan or did you have to amend it as you went along ?

**Step 7: Review and evaluation**

Step 7 is based on the review process you are just undertaking. What things have you found most useful going through the PDP process/cycle? What things would you do differently if you started the cycle again? What are the main skills, qualities, approaches and objectives you wish to develop further?

# **PERSONAL DEVELOPMENT PLANNING**

**DE3R 34**

**PORTFOLIO SHELL**

## Contents

<b>Step 1</b>	<ul style="list-style-type: none"> <li>◆ Personal details pro forma</li> <li>◆ Personal details exemplar</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>◆ Broad objective choice form</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>◆ Self appraisal — personal, skills, qualities and contexts — pro forma</li> <li>◆ Self appraisal exemplar</li> <li>◆ SWOT analysis form</li> </ul>
<b>Step 4</b>	<ul style="list-style-type: none"> <li>◆ Personal objectives pro forma (prior to interview)</li> <li>◆ Note of interview form</li> <li>◆ Personal objectives pro-forma (post-interview)</li> </ul>
<b>Step 5 and Step 6</b>	<ul style="list-style-type: none"> <li>◆ Action plan and logs</li> </ul>
<b>Step 7</b>	<ul style="list-style-type: none"> <li>◆ Review and evaluation pro forma</li> </ul>
<b>All</b>	<ul style="list-style-type: none"> <li>◆ Record of supporting evidence</li> </ul>
<b>All</b>	<ul style="list-style-type: none"> <li>◆ Portfolio checklist</li> </ul>

## STEP 1: WHERE AM I NOW?

### Personal details

<b>Name</b>		
<b>SQA number</b>		
<b>Centre details</b>		
<b>HN details</b>	<b>Title</b>	
	<b>Full/part-time</b>	
	<b>Start and finish dates</b>	
	<b>Core Units</b>	
	<b>Optional Units</b>	
<b>Other qualifications</b>		

<b>Name</b>	J Smith	
<b>SQA number</b>	12345678	
<b>Centre details</b>	Anytown College	
<b>HN details</b>	<b>Title</b>	HND Journalism
	<b>Full/part-time</b>	Full-time
	<b>Start and finish dates</b>	September 04 to May 06
	<b>Core Units</b>	Writing for Print and Broadcast Press and Broadcasting in the UK Newswriting Presenting Complex Communication Role of the Journalist in Broadcast News DTP Text input Law for Journalist Politics PDP
	<b>Optional Units</b>	Radio Presentation
<b>Other qualifications</b>	2 Highers: English at B, Modern Studies at B  7 Standard Grades: English, Maths, Physics, Chemistry, Modern Studies, Art and Design, History  Work place training and certification in retail sales	

## **STEP 2: BROAD OBJECTIVE: WHERE AM I GOING NEXT?**

Whilst completing this Unit in Personal Development Planning, I have opted to focus on the following area of development:

HN to degree study

HN to employment

Further development of Core/Key Skills

### STEP 3: SELF APPRAISAL

#### Personal skills, qualities and contexts

Core Skill	Evaluation	Evidence to support evaluation
Communication		
Numeracy		
IT		
Problem Solving		
Working with Others		

Personal qualities

**Personal skills, qualities and contexts (continued)**

**Knowledge and Understanding**

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**Technical skills**

--

**Contexts, other factors to consider**

--

<b>Exemplar</b>
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The following pages give an example of a completed pro forma for personal skills, qualities and contexts.

**Personal skills, qualities and contexts**

<b>Core Skill</b>	<b>Evaluation</b>	<b>Evidence to support evaluation</b>
Communication	Good	Certified at Higher, enjoy writing and discussion
Numeracy	OK	Passed standard grade
IT	Getting better	Passed Units in DTP and text input, used a number of computer applications
Problem Solving	Good	Can take on a story and devise and carry out research
Working with Others	OK	Get on well with classmates, interacted with professionals during work placement

<b>Personal qualities</b>
<p>Work experience: worked as newsroom gofer, Real Radio, 10–24 January led to verified personal characteristics</p> <p>According to my reference from Real Radio, I am self-reliant, able to work on my own. I am also described as well-motivated.</p>

<b>Knowledge and Understanding</b>
<p>Pre-college study: Higher English taught me how to use language effectively.</p> <p>Higher Modern Studies has given me a basic knowledge of politics, useful to every Journalist. This foundation has been built upon over my two years of HND study.</p> <p>I am now much more knowledgeable about Scottish politics and media.</p>

**Technical skills**

I have technical skills required to use a number of hardware and software systems required in modern journalism in both the broadcast and print media.

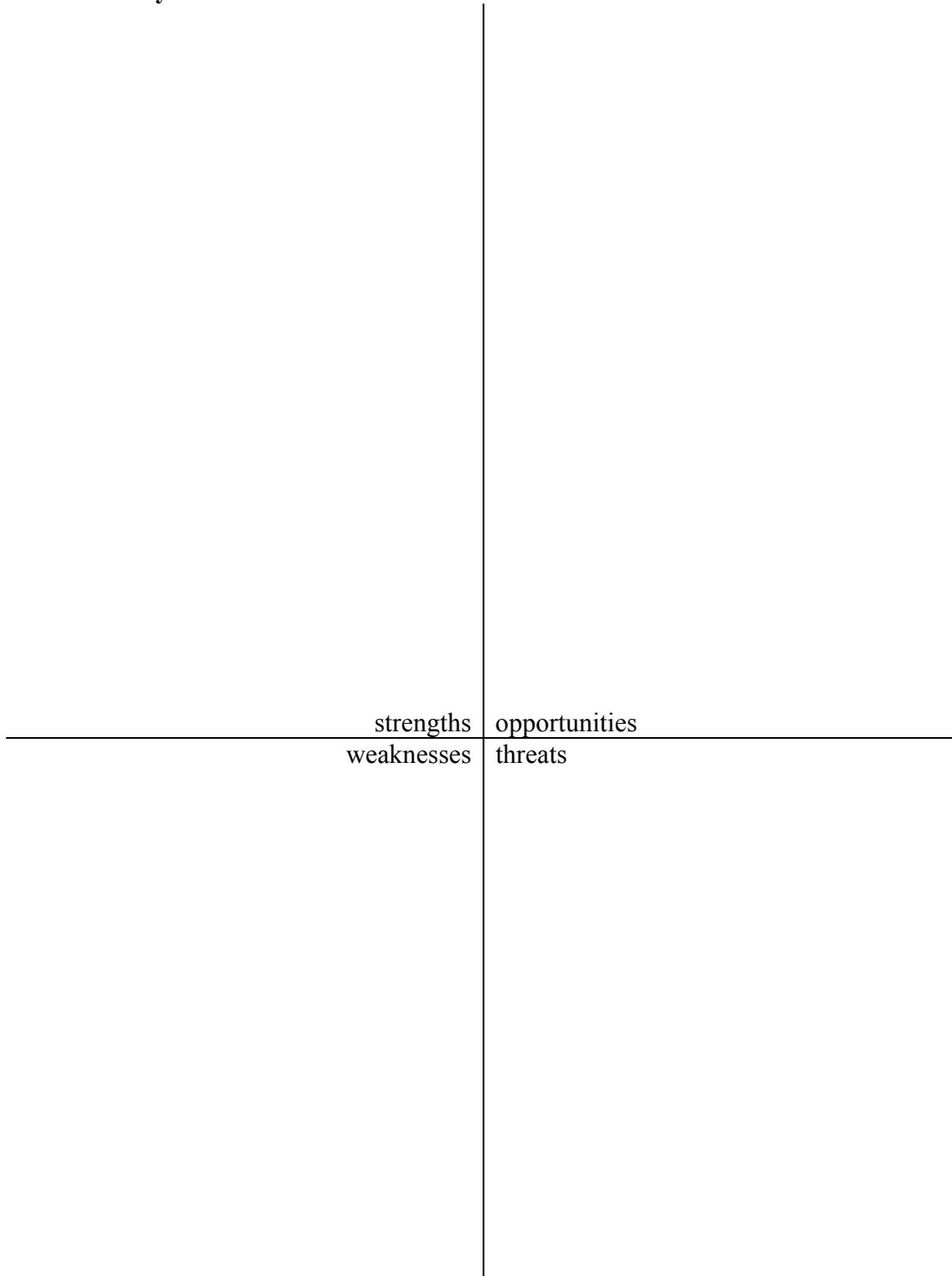
I can write effective copy and scripts.

**Contexts, other factors to consider**

Interests: I am very interested in current affairs. I am in the process of arranging an interview with my local MSP on asylum seekers.

I am short of money. Any activities have to be within a realistic budget.

## SWOT analysis



## STEP 4: SETTING PERSONAL OBJECTIVES

Personal objectives — prior to interview with tutor

Short-term (This year)

Medium-term (Next year)

Long-term

**Interview with tutor — self evaluation and objectives**

Note changes to objectives and any other relevant points.

**Student signature:** \_\_\_\_\_

**Tutor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Personal objectives — post-interview with tutor**

**Short-term (This year)**

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**Medium-term (Next year)**

--

**Long-term**

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**STEP 5: ACTION PLANNING and STEP 6 IMPLEMENTING YOUR ACTION PLAN**

Objective	Completion/Review date:
Action	Target/Review date:

Key people

Help

Hindrances

**What did I do? Log of activities undertaken**

**Dates undertaken**

**What did I learn?**

**What do I do now?**

## **STEP 7: REVIEW AND EVALUATION**

**Step 1 and 2:** Where am I now and broad objective. How easy did you find these tasks?

**Step 3:** Self appraisal. What processes did you use for this? Would you use them again for personal planning? What did you learn from your SWOT analysis? Did you gather comments from other people? If so, did their comments alter your initial appraisal of yourself? How and when could you use self appraisal in the future?

**Step 4:** Skills profile against detailed objectives? Were you able to match your existing skills and abilities against the requirements of your chosen next steps? Did you find this process difficult? Were you able to identify development priorities?

**Step 5:** Action planning. How did you go about this? Did thinking about SMART objectives help you to create a practical plan? How could you use similar planning processes in the future?

**Step 6:** Implementation. Did it go to plan or did you have to amend it as you went along?

**Step 7:** Review and Evaluation. What things have you found most useful going through the PDP process/cycle? What things would you do differently if you started the cycle again? What are the main skills, qualities, approaches and objectives you wish to develop further?

## **RECORD OF SUPPORTING EVIDENCE**

The following documents are included in this portfolio as supporting evidence towards my personal development.

## PORTFOLIO CHECKLIST

<b>Step</b>	<b>Task</b>	<b>Date completed</b>
<b>Step 1</b>	Personal details	
<b>Step 2</b>	Choice of objective	
<b>Step 3</b>	Self appraisal	
<b>Step 4</b>	<ul style="list-style-type: none"><li>◆ Set personal objectives</li><li>◆ Review self appraisal against objectives (possibly through interview with tutor)</li><li>◆ Revise objectives (if necessary)</li></ul>	
<b>Step 5</b>	Produce an action plan	
<b>Step 6</b>	Keep ongoing log of activities	
<b>Step 7</b>	<ul style="list-style-type: none"><li>◆ Carry out review of PDP (possibly through interview with tutor)</li><li>◆ Produce a final evaluation of PDP</li></ul>	