

Tutor Guide to Assessment and Implementation

DE3R 34: Personal Development Planning

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INTRODUCTION

Support materials

These materials are designed to support the assessment of students undertaking the HN Personal Development Planning Unit. It should be used in conjunction with the Unit specification for Personal Development Planning. In itself this guide is NOT an assessment exemplar as portfolio collation and action planning may follow a different model to that suggested in the support material. The Unit specification lays out the exact assessment requirements.

This pack complements the advice and guidance given in the student guides, which have been contextualised to meet the needs of students undertaking PDP and who wish to build on their Higher National qualification through one of the following options:

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

This tutor guide is designed to take you through some of the general aspects of implementation such as recruitment, induction and resources and then to focus on each of the seven steps in personal development planning. Relevant student exemplar material and additional support material is included at the end of *each section*. Each guide is available on the web and material can be downloaded and adapted to suit student needs and local circumstances.

What is Personal Development Planning?

Personal Development Planning (PDP) is a process that enables individuals to identify, manage and develop their skills, experience and learning. It is a dynamic process that helps individuals clarify and achieve personal, education and career aims. In completing the process it demonstrates to others, such as employers, academic selectors or admissions tutors, that the individual is able to think critically about their own development and take appropriate action to achieve goals.

The Personal Development Planning Unit

The PDP Unit is worth 8 SCQF credit points at SCQF level 7. It is an assessed Unit which, if achieved, will appear on a candidate's 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

These Outcomes will be assessed by a Personal Development portfolio, which will include a personal action plan. Further details on assessment are given later in this guide.

There are four main aims of the PDP Unit:

- ◆ Helping the student to become a self aware and autonomous learner. Undertaking HN study and the PDP provides the perfect opportunity to work on becoming an independent learner. It will also help students to make the most of their strengths, tackle areas of weakness and give them skills in planning and evaluation.
- ◆ Preparing students for post HN options. The PDP Unit will help the student to reflect on their learning and help them prepare effectively for opportunities and challenges that will be presented post HNC/HND.
- ◆ Ensuring students have the necessary range and level of Core Skills. The PDP Unit will provide students with opportunities to develop the Core Skills (formal or informal) needed to meet their post-HN aims, whether these be related to work, further study or social development.
- ◆ Preparing students for new social contexts. HN study will give students opportunities to work or study in new social contexts. The PDP Unit will provide a basis for preparing for these new contexts whether these are in employment or university.

The main benefits to the student in the completion of this Unit include:

- ◆ being able to demonstrate to tutors, higher education institutions and potential employers that he/she is able to plan his/her development, learn from experience and adapt choices and options as appropriate
- ◆ the development of transferable skills that can be applied to other situations such as career planning
- ◆ experience of personal development planning, which is being given a high profile by both HEIs and employers

Recruitment

This Unit has been designed for those undertaking Higher National courses or groups of Units. In light of this, it is envisaged that recruitment for this Unit would be aimed at students intending to embark on this type of qualification.

As a validated Unit, PDP could be offered as part of an HNC/D option within a Group Award or could be offered in addition to the course requirements. It could also be used as part of a guidance package for HNC/HND students or be incorporated into other programmes within the college that seek to prepare HNC/HND students for post HN study or employment.

Moreover, because the PDP Unit is non-subject specific there is the opportunity to offer this across the college to HNC/HND students undertaking courses in different areas/subjects. This might be a useful way of pooling expertise and resources across departments.

Programme timetable

The following allocation of hours are only *suggestions* and should be adapted to centre circumstances. The student timetable is based on an assumption of 80 hours notional learning, which takes into account self-directed study and research. The tutor timetable is based on 40 hours notional time based on direct contact and assessment.

Student timetable

Induction	2 hours
Group activities	10 hours
Individual activities	20 hours
Personal research activities	20 hours
Feedback and support	1 hour
Compiling portfolio, action plans and reviews	24 hours

Tutor timetable

Induction	2 hours
Support	8 hours
Feedback	20 hours (2 x 15 minute interviews per student)
Assessment	10 hours (30 minutes for final portfolio)

Assessment

Assessment for this Unit is based on a student portfolio and action plan.

Although not an evidence requirement, it is suggested that tutors might want to conduct two interviews with students. One after they have carried out a self appraisal and decided on personal objectives and prior to the action planning stage; the other would be at the end of the process to ascertain lessons learned.

It should be emphasised that it is the process of Personal Development Planning that is being assessed rather than the 'success' of the student in meeting objectives. In this way, the Unit is developmental.

Resources

There are three categories of resources that are available to assist tutors in the delivery and assessment of this Unit.

- 1 General resources, which provide background knowledge and exercises on Personal Development Planning or similar processes. Some websites that might be useful are:
 - ◆ Personal Development Planning in Higher Education in Scotland www.ed.s.napier.ac.uk/PDP (This is a network of Scottish Higher Education Institutions established to support PDP developments in Scottish HEIs).
 - ◆ Learning and Teaching Support Network www.ltsn.ac.uk (This is the national body for the development of learning teaching and assessment in higher education in the UK. The 'Generic Centre' web page contains a great deal support information and ideas for the development of PDP. Subject Centre web pages on the website contain discipline specific materials).

- ◆ Progress File. Many of the review and planning activities used in PDP are similar to those developed in Scotland to support the ‘Progress File’. The materials can be downloaded and adapted to suit local circumstances from the ‘Assessment is for Learning’ project website at Learning and Teaching Scotland www.LTScotland.org.uk

2 Resources that are specific to particular a strand of PDP.

HN to degree study

- ◆ UCAS website — www.ucas.ac.uk
- ◆ HEI websites – use search engines to locate websites of universities
- ◆ SCQF — mapping, tracking and bridging — www.scqf.org.uk/college2uni
- ◆ Aim Higher (if going to an English university) — www.aimhigher.ac.uk

Progression to employment

- ◆ careers advisers
- ◆ careers websites, for example: Careers Scotland, Careers Portal, Learn Direct Scotland, PlanIT, Construction Industry Training Board
- ◆ job centres
- ◆ Department of Work and Pensions website: jobcentreplus.gov.uk
- ◆ private jobs websites, for example: **ScottishJobs.com**, **Scottishjobs.co.uk** (specialising in hospitality, law and IT)
- ◆ recruitment agencies
- ◆ specialist newspapers and magazines
- ◆ job sections of newspapers
- ◆ newspaper advertisements

Core Skills

- ◆ SQA website — www.sqa.org.uk

3 Ready-to-use resources. These are included in the exemplar and support materials appended to each section of this guide and can be photocopied or adapted to centres’ needs.

General aspects of facilitation

The aim of this Unit is to encourage the student to become an independent learner. Students can be supported in the following ways:

- ◆ Ensure confidentiality. PDP requires a degree of honesty and self analysis on the part of the student. It will help to know that what they discuss or write will be kept to a need-to-know basis — in this case the person assessing the Unit.
- ◆ Be sensitive. Candidates will require support to assess effectively their own strengths and weaknesses. It is not, however, advisable to encourage disclosure at a very personal level. Tutors should always steer towards analysis which is in the context of the career, further study, etc.
- ◆ Promote confidence. Candidates should be encouraged to make balanced self-assessments. This means being sensitive in dealing with areas that require development and giving praise for those things done well or achieved.

- ◆ Encourage independence. Independence in terms of generating evidence/undertaking the planning process is important. Equally students can be encouraged to devise their own portfolio format, rather than to operate within the confines of the exemplars provided.

Remember!

- ◆ not all students will need the same level of support
- ◆ students must do this for themselves
- ◆ keep to times set

Induction

Candidate induction is an important preparation for assessment. This is because PDP is, by and large, the responsibility of the student and, therefore, students need to buy in to the spirit of the Unit and have a solid understanding of what will be expected of them.

The student guide can be used as a tool to structure induction content and activities. However, four aspects should be emphasised:

- ◆ that the Unit involves a realist amount of work — it *may* be a Unit within the Group Award.
- ◆ it is simply formalising and giving credit to what students should be doing anyway as preparation for post HN options
- ◆ what PDP can do for the student — transferable skills and a sound base for progression planning
- ◆ the amount of support that will be given. This Unit is about developing self awareness and independence, therefore, the onus is on the student

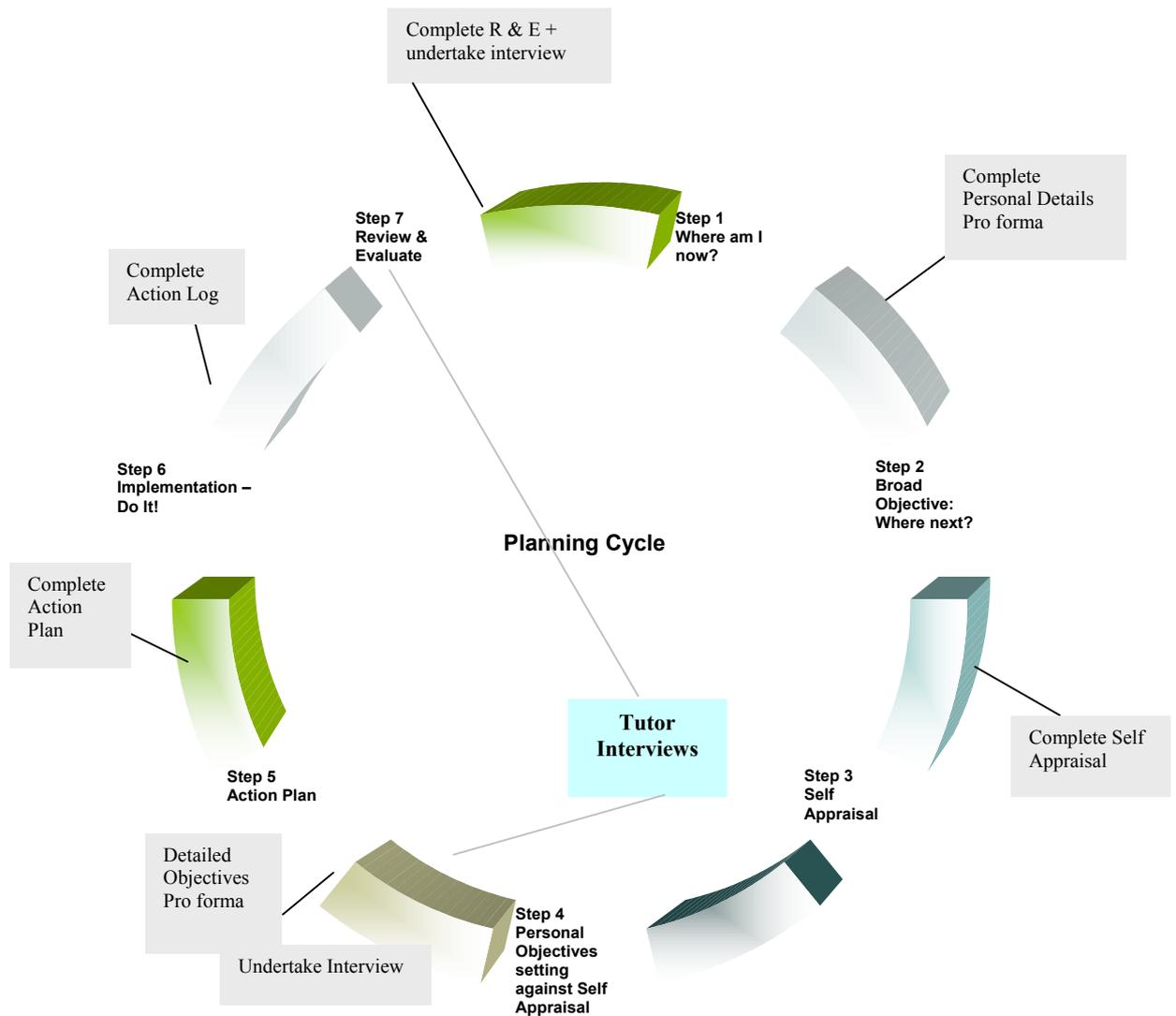
One task at induction will be deciding on which of the three strands/context each student will follow. This is technically included as step 2 in the PDP process but we suggest that tutors work this out with students at the beginning of the programme and step 2 is then a confirmation of this decision.

Remember! The student guides are contextualised so you need to ensure that the student has the right guide for their chosen option.

FACILITATING THE PDP PROCESS AND SEVEN STEPS TO PERSONAL DEVELOPMENT PLANNING

The student guide breaks the PDP process down into a seven step cycle and takes the student through each stage with guidance on what evidence needs to be submitted.

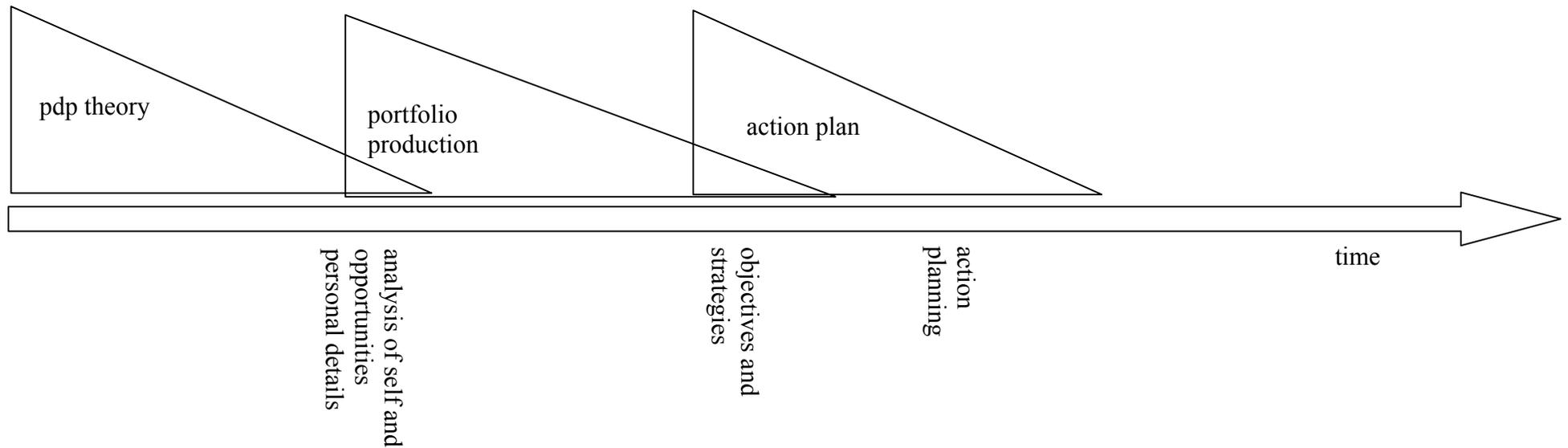
The cycle with the seven steps and key milestones is given below and a timeline for achieving key aspects of the cycle is given on the following page.



Timeline for the PDP process

Above the timeline: the learning that will take place

Below the time line: the steps in the PDP process



STEP 1: WHERE AM I NOW?

The student is required to record personal details. A pro forma and exemplar can be found at the end of this section but this would only be for those who submit this in written form. Whichever way students choose to present their portfolio or aspects of it, the following information must be given:

Name	Full name
SQA number	You will have an SQA number on previous certificates or you can obtain this from your tutor
Centre details	Name of centre, eg ***** College
HN details	<input type="checkbox"/> the title of your HN award, eg HNC in *** or HND in *** <input type="checkbox"/> is course full-time or part-time <input type="checkbox"/> start and finish dates <input type="checkbox"/> core Units and options
Existing qualifications	eg Highers, NC modules, SVQs

STEP 1: WHERE AM I NOW?**Shell****Personal details**

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

Name	J Smith	
SQA number	12345678	
Centre details	Anytown College	
HN details	Title	HND Journalism
	Full/part-time	Full time
	Start and finish dates	September 04 to May 06
	Core Units	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
	Optional Units	Radio Presentation
Other qualifications	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?

This step asks the student to **confirm** his/her choice of one of the three strands/contexts within which PDP will take place. This should have been covered at induction, or before, and you need to make sure that the student has the relevant student guide. A pro forma is included in the portfolio shell to record this decision.

Information on the particular strand chosen, ie degree study, employment or Core/Key Skills, is given in the student guide under the heading 'Step 2 Broad Objective: Where am I going next?'

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

At this stage, the student is required to undertake an appraisal of their existing skills, knowledge, qualities and contexts. Guidance on the areas that should be considered is given in the student guide and detailed exemplars and self assessment exercises are included in the exemplar/support materials.

It is also recommended that students undertake a SWOT analysis of their skills and qualities against their initial goal. So, for example:

- ◆ Those planning to progress to degree study might make initial contact with the college advice/careers department, search individual university websites, obtain prospectuses and speak to tutors.
- ◆ Those planning to progress to employment might contact the college advice/careers centre, use libraries to access newspapers and journals, use trade directories, search industry websites, speak to subject tutors and people working in the area of interest.
- ◆ Those planning to develop their Core Skills might require tutor guidance on interpreting the skills components and levels determined in the SQA Core Skills framework. In addition they need to be encouraged to interpret this framework, identifying the real abilities and competencies that provide evidence for the skills in question. Learners also have to be motivated to think beyond the framework, identifying other skills which could be described as key or core yet are not explicitly laid out within the SQA framework.

Students should include any evidence to support their self appraisal, eg certificates of achievements, testimonials or references from employers.

STEP 3: SELF APPRAISAL

Shell

Personal skills, qualities and contexts

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

Personal qualities

Knowledge and Understanding

Technical skills

Contexts, other factors to consider

Exemplar

The following pages give an example of a completed pro forma for personal skills, qualities and contexts.

Personal skills, qualities and contexts

Core Skill	Evaluation	Evidence to support evaluation
Communication	Good	Certified at H, 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, inter-acted with professionals during work placement

Personal qualities

Work experience: worked as newsroom gofer, Real Radio, 10–24 January led to verified personal characteristics.

According to my reference from Real Radio, I am self-reliant, able to work on my own. I am also described as well-motivated.

Knowledge and Understanding

Pre-college study: Higher English taught me how to use language effectively.

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.

I am now much more knowledgeable about Scottish politics and media.

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.

STEP 3: SELF ASSESSMENT

**Additional
Material**

What is self assessment?

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 self assessment will ask you to take a closer look at what motivates you to learn, the factors impacting on your learning, the assets you already bring to your course of study (your 'strengths') and the Core Skills areas requiring further development.

The main aim of appraising your personal skills and qualities is to help you set a base line 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.

Assessing where you are at present

Taking stock of where you are right now in your life is not an easy undertaking, but it is important to get a realistic picture of your starting point in the personal development exercise. It involves taking a closer look at who you are by asking some searching questions about how you have arrived at this point in your personal life, work and education. Like looking closely at ourselves in the mirror, we may not always be very comfortable with what we see. At times, we may not always be the best judge of ourselves and it may be helpful to consult others (family, friends, work colleagues and employers) on how they perceive us. There are many different ways and techniques to undertake a self assessment.

The following section will help you to start the process of self assessment in order to give you a starting point for clarifying your PDP aims and objectives.

Motivation

Working out what motivates you and moves you on in life is the first stage of getting a realistic picture of where you are right now. You can get more out of your course of study by clarifying what has made you come to college and chose your course of study. Knowing what brought you here, and the factors that impact on your reasons for being here, will help you to become a more active learner throughout your course and help you to plan your aims and objectives.

Additional Material

What motivates you depends largely on the stage in your life at which you are coming to your course of studies, as well as the things which motivate and stimulate you to learn. Take a few minutes and consider some of the factors which may contribute to the motivation of learners at different ages and stages:

- ◆ What might motivate a school-leaver to continue their education in Further Education?
- ◆ What could be motivating a young returner to education (in their 20s or 30s)?
- ◆ What might stimulate the desire to study in an older student in their 40s, 50s or 60s, returning to college?

You may find that there are several strands to your motivation to learn — financial, personal, professional, social. The following table gives some examples for these:

Gaining an advanced level qualification like an HNC or HND may be based on:

Financial motivators	Personal motivators	Professional motivators	Social motivators
<ul style="list-style-type: none"> ◆ enhance my prospects of gaining and retaining employment ◆ allow me to apply for better paid jobs which in turn may lead to improved financial security for me/my family 	<ul style="list-style-type: none"> ◆ gaining confidence ◆ drive to succeed ◆ developing my interest in a particular vocational area ◆ fulfilling an ambition to learn ◆ realising my own/career potential 	<ul style="list-style-type: none"> ◆ enhancing my knowledge, skills and qualifications ◆ accessing Higher Education and professional training ◆ accessing professional vocational career paths 	<ul style="list-style-type: none"> ◆ study and interact with likeminded people ◆ making new acquaintances and friends ◆ moving to a new place of study

Self assessment Task 1

Now take some time out to assess how these motivators apply to you.

As you work through your course, you may find that your motivation and your motivators change, or one strand may become more dominant than others. It is important to realise that your motivation **can** change and to reflect on the reasons for this. Knowing what motivates you may influence your strategies for learning as well as planning the development and pace of your learning.

Confidence and competence

Closely linked to and underpinning your motivating factors for learning are a number of other questions, such as:

- ◆ What are your ambitions in life?
- ◆ What values do you cherish?
- ◆ What are your interests and achievements?
- ◆ What do you most fear?
- ◆ What personality and temperament do you have?
- ◆ What are your strengths and what weaknesses are you aware of?

The answers to these questions will vary according to your age and stage in education as well as differ from person to person. The answers to these questions may not just influence your motivation, but your general attitude to learning, particularly your level of **confidence** with which you approach the many new tasks any course of study involves.

Confidence is of crucial importance to learning. Lack of confidence, by contrast, can hinder us significantly when approaching any new task, causing undue anxiety or mental blocks. Consider the following two cases:

Case 1 — The adult learner returning to learning

When approaching study after being out of education for some time, you may experience a lack of confidence about returning to learning. The prospect of returning to a classroom, tutors, fellow students and dealing with lots of information in form of lectures, handouts, books or the websites may daunt you. You may fear that everyone in the class may be better placed to study, being younger than you and/or fresh from school, and that you may not be able to find your way through the maze of new information. You may be worried that you were never good at English or Maths at school, and that this will hinder your progress. You may also worry about not having any or up-to-date ICT skills. You may also worry about how you are going to support yourself/your family financially during your time at college; how you can balance the needs of your family and your need for study time; how to arrange childcare or care for other dependants whilst you are at College.

However, whilst your perception of yourself may lack confidence, you may in fact have significant **competence**. Dependent on your situation prior to returning to learn, you may have excellent life skills, such as:

- ◆ managing your time
- ◆ managing a personal/family budget
- ◆ managing the needs of a family
- ◆ getting on with others
- ◆ solving problems and taking initiative (after all, you have already chosen and commenced this course of study and made the personal and financial arrangements to attend!)

As a mature learner, you may find that these life skills are considerable assets and will help you significantly to progress your learning and therefore to enhance your confidence.

Case 2 — The school leaver

As an 18 year old starting out in College on an HND programme, you may have significant fears and doubts about your confidence. You may think that your peers will be older and wiser than you, having gained more life skills and experience than yourself. This may be your first time away from home and your friends at school, having to manage your own time, housing, food, travel and budget. You may be worried about not knowing what is expected of you, getting on with other people, making new friends and coping with the demands of your new course.

However, your school experience will have given you a solid grounding in a number of areas crucial to succeed in your course of study, such as:

- ◆ study and note-taking skills
- ◆ ability to tackle new subjects
- ◆ open mind to learn about new ideas and topics
- ◆ ability to stay with and complete longer courses of study
- ◆ recent Research, IT and internet skills

Self assessment Task 2

Now take out time to record what you perceive as your strengths and weaknesses affecting your learning at this point in time.

Transferable and Core Skills

Reflecting on your perceived strengths and weaknesses you bring to your course of study, you may start to see the close relationship between competence and confidence and the impact both have on your attitude to and success in learning. Whatever your prior situation, you will bring a considerable spectrum of competencies to starting your course of studies, transferring these to your new learning situation. These transferable key competencies, which you may have brought from school, employment or family life, are called Core Skills in the Scottish education framework. They have long been accepted as those skills and abilities which equip us to deal with the challenges of everyday life and enable us to acquire the specific skills required for effective study as well as employment. These skills cut across all industries as well as the requirements for study at Higher Education level, drawing upon your individual level of personal development, educational achievement, employment record and 'soft' or additional skills. These skills measure your ability to adapt, learn and grow. Examples include:

- ◆ **Communication Skills — written and oral:**
your ability to demonstrate your knowledge, ideas and views in a variety of contexts to a variety of audiences
- ◆ **Using Number Skills in everyday situations:**
your ability to use basic number concepts and calculations to perform such activities as budgeting, calculating prices, profit and loss, percentage discounts, averages etc.
- ◆ **Using Information Technology Skills:**
your ability to perform basic processing and data management tasks using a modern PC, such as wordprocessing, spreadsheet, database, graphics and to access, retrieve and present information stored on the world wide web.
- ◆ **Problem Solving Skills:**
your ability to thinking critically, to plan and organise a task, to review and evaluate your plans and strategies.
- ◆ **Team Working and Personal Skills:**
your professional ethos, your attitude to people and work, integrity, reliability, timekeeping, learning and self development, adaptability to change.

Self assessment Task 3

Assess your competence and confidence in the Core and transferable skills required for study and employment.

STEP 3: Self appraisal

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Communication — written	<ul style="list-style-type: none"> ◆ Ability to write well-structured written documentation ◆ Ability to keep ideas focused ◆ Ability to write clearly and concisely ◆ Ability to write in a variety of formats ◆ Ability to write with a clearly defined purpose and audience 	<ul style="list-style-type: none"> ◆ I use correct grammar ◆ I can clearly express my thoughts, ideas and opinions in writing ◆ I can change my writing style for different audiences, using appropriate sentence structure, paragraphing and word choice (audience examples: employers, tutors, customers, friends, colleagues etc) ◆ I can proofread and edit my own documents for spelling, sentence structure and punctuation ◆ I can summarise information I have heard or read in my own words ◆ I am confident in creating a variety of different formal documents, such as reports, letters, memos, minutes of meetings and emails ◆ I can document my ideas using appropriate illustrations, such as charts, tables and graphs 		

**Additional
Material**

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Oral Communication	<ul style="list-style-type: none"> ◆ Convey essential information, opinions and ideas accurately and coherently ◆ Skill in linking information, opinion and ideas together in a coherent structure ◆ Using vocabulary and spoken language conventions in a range of situations and for different audiences ◆ Taking account of and responding appropriately to the contribution of others ◆ Using appropriate body language and non-verbal communication skills 	<ul style="list-style-type: none"> ◆ I can speak in public or make a presentation in confidence ◆ I can express my opinions, ideas and research to others so they can understand me ◆ I can give instructions or explain things clearly to others ◆ I can change the way I speak for various audiences (friends, employers, colleagues, customers) ◆ I can speak clearly and loudly enough for listeners to hear me when making a presentation ◆ I can carry on conversations with others and respond to questions they ask ◆ I am confident to contribute to discussions in meetings and respond to points made by others ◆ I am confident to ask the right questions to get the information I need ◆ I am confident using modern communication tools, like telephone and voicemail and can speak clearly and courteously ◆ I can speak tactfully when resolving a conflict 		

**Additional
Material**

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Using Number	<ul style="list-style-type: none"> ◆ apply a wide range of number skills in everyday and generalised contexts ◆ work confidently with numerical concepts ◆ decide on numerical operation to be carried out ◆ carry out complex calculations or a number of sustained calculations 	<ul style="list-style-type: none"> ◆ I am able to add, subtract, multiply and divide whole numbers and decimals ◆ I am able to work with fractions, percentages and ratios ◆ I can work with basic statistical concepts, using quantitative and qualitative data 		
Using Information Technology	<ul style="list-style-type: none"> ◆ Using an IT system effectively and responsibly to process information 	<ul style="list-style-type: none"> ◆ I can make effective and responsible use of the range of IT equipment in everyday use ◆ I can carry out straightforward processing in two types of software application (ie word processing and spreadsheet) ◆ I can carry out complex processes to use at least one software application in depth ◆ I can integrate different types of data in one piece of work ◆ I can carry out effective searches and extract and present information from electronic data sources, including the world wide web 		

**Additional
Material**

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Problem Solving	<ul style="list-style-type: none"> ◆ Critical thinking ◆ Planning and organising a task or strategy ◆ Reviewing and evaluating a task or strategy 	<ul style="list-style-type: none"> ◆ I can analyse a situation or issue ◆ I have the ability to exercise judgement and develop an approach to a situation or issue ◆ I can develop a plan in relation to a task ◆ I can identify and obtain resources to implement the plan ◆ I can carry out planned tasks ◆ I can prioritise my work as required ◆ I can meet targets and manage my time effectively to achieve these targets ◆ I can evaluate the effectiveness of a strategy ◆ I can explain the relevance of evidence in a given situation ◆ I can draw conclusions from a situation or problem solved and suggest alternative approaches for further work 		

**Additional
Material**

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Working with Others	<ul style="list-style-type: none"> ◆ Understand and work within the dynamics of a team ◆ Recognise my own and others contributions ◆ Clarify team and individual goals ◆ Clarify ground rules ◆ Accept and provide feedback in a constructive and considerate manner ◆ Acknowledge people's diversity, individual differences and perspectives ◆ Participate in team activities (both formal and informal) 	<ul style="list-style-type: none"> ◆ I can identify roles in a group, including my own ◆ I can plan and make decision with others ◆ I can contribute/share key information and ideas to the discussion, activity or project ◆ I can show empathy, understanding the needs, opinions and points of view of others ◆ I can deal sensitively with the differences within a group ◆ I can actively participate within the activities of a group and share its successes ◆ I can contribute to an enjoyable work environment ◆ I can go along with a group's decision ◆ I can provide leadership by motivating others, taking initiative, keeping everyone involved and encouraging the group to adapt to change ◆ I can negotiate with others to achieve a group's goal 		

**Additional
Material**

Skill	Description	Checklist	Evaluation	Evidence to support evaluation
Personal Skills	<ul style="list-style-type: none"> ◆ Be accountable, motivated and confident ◆ Deal with people, problems and situations with honesty, integrity and personal ethics ◆ Recognise own and other people's good efforts ◆ Show interest, initiative, effort ◆ Set goals and priorities balancing work and life ◆ Learn from mistakes and be willing to assess personal strengths and areas for development ◆ Be innovative, resourceful and open to change ◆ Manage time effectively ◆ Multi-task effectively 	<ul style="list-style-type: none"> ◆ I can establish realistic goals and make plans for meeting them ◆ I can manage my time effectively, prioritising tasks and multi-tasking ◆ I can show initiative by looking for what needs to be done ◆ I can produce quality work without constant supervision and I understand areas for improvement ◆ I can take responsibility for tasks given to me ◆ I respect confidentiality ◆ I can see the opportunity in change and diversity, being willing to try new things ◆ I am willing to face problems and challenges ◆ I can maintain a sense of humour even when under pressure ◆ I can respect and interact with others from diverse backgrounds and experiences ◆ I can manage and balance work and life activities ◆ I can form positive personal and professional relationships and networks ◆ I can recognise my strengths and limitations 		

BRINGING IT ALL TOGETHER — THE SWOT ANALYSIS

A SWOT analysis (**S**trengths, **W**eaknesses, **O**pportunities, **T**hreats) allows you to view all the factors affecting your personal development at this point in time in one table together. This should give you a solid basis from which to formulate your aims and objectives for your action plan.

Under **Strengths**, list the characteristics that allow you to take advantage of opportunities or reduce the impact of barriers.

Under **Weaknesses**, list characteristics that could stand in the way of you taking advantage of opportunities or that could stand in the way of aspects which would reduce the impact of barriers.

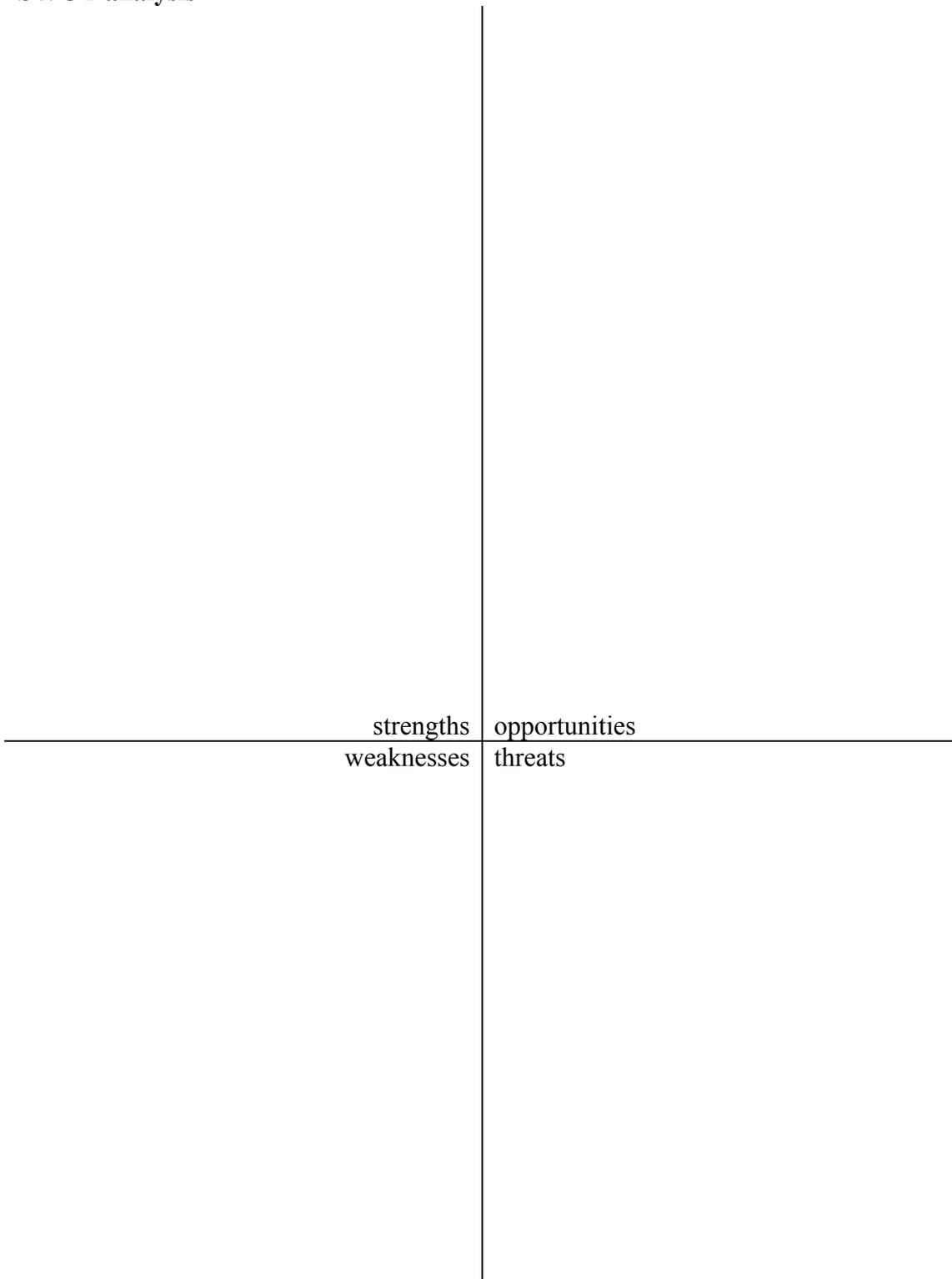
Under **Opportunities**, list factors which allow you to take action to develop your strengths and overcome barriers.

Under **Threats**, list factors that stand in the way of progressing your strengths and opportunities.

Self assessment Task 4

Use the form in the student portfolio shell to complete your SWOT analysis.

SWOT analysis



STEP 4: Setting personal objectives

Students have been asked to think about their personal objectives in three broad categories:

- ◆ those that relate to their current year of study, eg they need to finish the course and develop transferable skills during that period
- ◆ those that relate to their situation immediately after completing the course — further study, employment, gap year etc
- ◆ those that relate to their long terms goals, eg eventual career or profession

The aim here is to help student to integrate these three categories so that they are thinking about how the decisions and actions they take now might impact on their medium and long-term aims.

At this stage, the student is being asked to take each of his/her personal objectives and turn these into more specific actions. These actions should be SMART (specific, measurable, achievable, realistic and timebound). An explanation of SMART objectives is given in the exemplar and support material in the student guide and this can be used in a classroom situation or used by students on a self-study basis.

Once the student has carried out his/her self appraisal and decided on personal objectives, he/she should arrange an interview with a tutor to review these. The aim here is to offer students a ‘reality check’ before they embark on more specific action planning.

In giving feedback to the student, you might want to consider the following areas:

- ◆ the level of integration between immediate, medium and long-term objectives
- ◆ how skills and qualities were identified and any supporting evidence
- ◆ any discrepancies between perceived skills and qualities and actual experiences of student during the course
- ◆ how closely potential to develop skills and qualities match the objectives identified by the student
- ◆ where self appraisal and objectives need to be modified

If modifications are made to self appraisal and/or objectives, this should be noted by the student. A pro forma is provided for this purpose in the portfolio shell. An interview record sheet is also provided in the tutor exemplar and support material at the end of this section.

STEP 4: SETTING PERSONAL OBJECTIVES

Shell

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: _____

STEP 5: ACTION PLANNING

It is envisaged that students' action plans will be very different depending on which strand they have chosen. So, for example:

- ◆ Those planning to progress to degree study might include such things as ensuring HN course is complete, carrying out research on degree courses and articulation, carrying out research on specific universities; talking to academic selectors; finding out about and obtaining UCAS forms; completing UCAS form; deciding on offers; and applying for financial support.
- ◆ Those planning to progress to employment might include such things as carrying out research on an industry, employers or particular jobs; checking job adverts; preparing a CV; writing letters or making phonecalls.
- ◆ Those planning to further develop Core Skills might ensure that they fulfil the course requirements for Core Skills; investigate opportunities to develop further Core Skills; consider options for attaining further Core Skills and timelines for achieving these.

At this stage, students should also be considering the factors that might help and hinder them in achieving their objectives. One way of doing this is using a force-field model and then considering how to minimise the hindrances and maximise the helping influences.

Pro formas for Steps 5 and 6 are included after the next section (Step 6).

STEP 6: IMPLEMENTING AN ACTION PLAN

Students now have to implement their plan and log their activities as they carry these out.

A pro forma is included in the portfolio shell. If students plan to record their action plan in a different format, they should ensure that they have covered the following points

- ◆ the personal objective with completion/review date
- ◆ the action(s) that derive from the objective with completion/review date(s)
- ◆ key people
- ◆ help
- ◆ hindrances
- ◆ an ongoing log of activities and dates undertaken
- ◆ a reflection on what the student learned and what should happen now

It is recommended that these aspects are covered for each action under each objective, ie if there are two actions under one objective, the actions should be recorded separately.

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

This is one of the most important aspects of this process as it is essential to establish that students have understood, absorbed and learned from the PDP process and would be able to apply this process in a new/different, future context.

This should be ascertained through assessment by:

- ◆ the presentation of a PDP portfolio and action plan, which will include supporting evidence for each of the seven steps in the PDP process
- ◆ the presentation of a review and evaluation by the student, which should cover the seven steps and include an evaluation of what was learned from the whole process and a brief outline of which skills and objectives the student wishes to develop further. This presentation will be part of the portfolio

It is also suggested that tutors could use:

- ◆ a formal interview with the students to ascertain the main lessons learned from the process

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

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

