



PERSONAL & PROFESSIONAL DEVELOPMENT (PPD)

PRINCIPLES AND GUIDELINES FOR IMPLEMENTATION

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INTRODUCTION & DEFINITIONS

ABOUT THIS GUIDE

These guidelines have been produced following a long period of consultation with staff in all UAL Colleges 2008-10 as well as through the outcomes of major projects such as Creative Graduates, Creative Futures. A major spur for their creation was our QAA Audit Report of 2008 which told us that the ways we support PPD across the university were variable across our provision and not always commonly understood. The resulting discussion of PPD across UAL and the publication of these principles and guidelines based on those conversations is an attempt to achieve some kind of consensus as to what we think PPD is and how we commit to supporting it with and for our students.

In the PPD Principles we offer a flexible, baseline entitlement as to the PPD provision across all our disciplines and academic levels. The exact detail (where PPD appears in units, how many, in what years, on what subjects, whether assessed, and relationship to overall credits, for example) will be set out by Colleges in their local statements elaborating their engagement with each of these.

The Summary View is the quick read for colleagues who already have a substantial understanding of PPD; the Annotated View, with additional reading, examples and ideas, is for staff who want to refresh or expand their understanding of PPD.

These guidelines are intended for staff, while a student friendly version is also planned for 2010-11.

WHAT IS PPD AND WHAT DOES IT COVER?

TWO KEY TERMS

First of all, we need to clarify the use of two acronyms, which can cause no end of confusion when discussing PPD.

The phrase Personal & Professional Development (PPD) is used within UAL to categorise a highly diverse range of activities through which students are enabled to build their futures across work related, academic, personal and social domains. Personal Development Planning (PDP), the means by which students plan, act and reflect on their learning, is included in PPD. PDP is a nationally recognized process specifically concerned with planning, reviewing and evaluating and is an entitlement for all HE students. There is extensive overlap with PPD, although the two are not entirely the same. We add to potential confusion at UAL by referring to PPD on our undergraduate and postgraduate courses, and to PDP on our doctoral programmes, so it is important that we understand this overlap.

More than getting fixated on the terms we use, the essential thing to remember is that all forms of study have the potential to contribute to PPD, as they offer the opportunity for individual growth. Some aspects of the learning experience can be identified as having particular relevance for PPD and are set out here in these Principles and Guidelines.

THE PURPOSE OF PPD

Engagement with PPD is shaped by the individual, the discipline, the learning context and the nature of the professional or creative practice. PPD boosts students' employability in the broadest interpretation of the word; but the purpose of PPD is broader than that of 'getting a job'. PPD offers students the opportunity to develop both measurable skills (e.g. creative or technical capability, presentation of self and work, realisation of projects or goals) as well as more intangible attributes (such as confidence, sense of personal direction, understanding of their values and own motivations).

PPD PRINCIPLES

SUMMARY VIEW

- The term PPD will include Personal Development Planning (PDP) activities.
- PPD opportunities will be embedded in all FE, HE, Postgraduate and Doctoral programmes of study and their presence, significance, and how/when they are assessed made explicit to students.
- PPD opportunities must be clearly identified in all years of study and in shorter courses where appropriate.
- Courses will have the freedom to decide how they would like to incorporate PPD within units e.g. as intensive blocks or strands and will be able to flex PPD opportunities to fit the nature of the discipline.
- The relationship between PPD and creative practice will be emphasized where relevant and opportunities to explore this relationship made available to students.
- Students must be given clear guidance as to the nature of assessment of PPD within courses.
- PPD opportunities should be designed, structured and delivered with recognition of diversity in students' profiles, learning styles and prior learning experiences.
- PPD elements of the course must support growth across all four domains of the student experience: academic, work related, personal, and social.
- All students must have the opportunity to reflect on their PPD across all domains of their experience, in a medium suited to their needs and course.
- All students will have access to resources produced or accessed by UAL to support PPD.
- University/College agencies with the ability to feed into the PPD offer must be encouraged to collaborate with courses wherever possible.
- Colleges will have freedom to decide on PPD staffing structures locally.

PPD PRINCIPLES

ANNOTATED VIEW

THE TERM PPD WILL INCLUDE PERSONAL DEVELOPMENT PLANNING (PDP) ACTIVITIES

The QAA Audit of UAL in 2008 revealed that neither auditors nor students were clear as to whether PDP was explicitly supported as part of the learning experiences on our courses. Confusion was partly caused by our use of the term PPD, in which PDP processes were included, but not named as such. A purpose of these Guidelines is to ensure that all staff and students understand that PPD at UAL does include PDP.

In this document the term PPD will be used as a universal term, except where university or external documents using the term PDP are cited.

WHAT IS PERSONAL DEVELOPMENT PLANNING?

Fundamental to the success of Personal & Professional Development (PPD) is student engagement with Personal Development Planning (PDP). According to the revised UK guidelines on PDP published by the Centre for Recording Achievement in February 2009:

PDP improves the capacity of individuals to review, plan and take responsibility for their own learning and to understand what and how they learn. PDP helps learners articulate their learning and the achievements and outcomes of HE more explicitly and supports the concept that learning is a lifelong and lifewide activity

(QAA 2009, Personal development planning: guidance for institutional policy and practice in higher education)

PDP activities are all those which enable students to 'plan, do and review' across three broad areas of learning - personal & social, academic, and related to employability. Examples of PDP activities grouped under these headings can be found in Appendix 1. In addition, Atlay (2009:29) suggests auditing these three areas of learning for PDP possibilities under specific categories (elaborated here for our purposes) set out table on the following page.

ELEMENTS OF PDP... SUCH AS...

Source of the experience	The context in which students are working
Enabling skills and attitudes	academic writing, technical and subject specific skills, self management; the ability to search for, select and use information appropriately
Higher order skills	creativity, problem solving, analysis, critical reflection, self regulation
Connectivity	making links between theory and practice, education and industry, across units, years and between informal and formal learning
Ethical emphasis	academic and professional codes and conventions, current thinking in relation to ethical production and consumption, sustainability and the environment
Preparation for...	life, industry, creative and professional practice, or other

(Atlay, 2009:29)

Ward and Watts (2009:13) describe three main ways that PDP can contribute to students employability:

- It helps students to translate learning experiences into the language of employability
- It develops skills that can help them sustain their employability
- It provides students with evidence that they can draw from in presenting themselves to future employers.

This evidence gathering has been embedded in PPD at LCF since 2005 through using a generic PPD learning outcome requiring undergraduate students to demonstrate engagement with PPD on each unit through a reflective statement or course task. From 2008-09 this learning outcome has been explicitly assessed through using the PPD Marking Criterion.

PPD ELEMENTS OF THE COURSE MUST SUPPORT GROWTH ACROSS ALL DOMAINS OF THE STUDENT EXPERIENCE: WORK RELATED, ACADEMIC, PERSONAL AND SOCIAL.

As already described under Principle 1, which sets out the remit of Personal Development Planning, PPD at UAL needs to take a 'life wide' view.

WORK RELATED

PPD is often considered synonymous with employability although both terms elicit multiple interpretations. The Toolkit for Enhancing Personal Development Planning Strategy Policy & Practice in Higher Education Institutions, published by QAA Scotland (2009), offers the following unifying observation from Mantz Yorke about PDP, learning and employability:

A commonly used definition of employability in higher education is: 'a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation (s) to the benefit of themselves, the workforce, the community and the economy.'

The Toolkit also notes that...

Helping learners to enhance their employability is not only about helping them to develop the knowledge and understandings needed for specific jobs, or helping them to write effective CVs...The skills and attributes which can help to enhance a person's employability (for example, communication, team working and critical thinking) are entirely consistent with the outcomes of what we might call 'good learning'.

(QAA Scotland, 2009: 61)

ACADEMIC

PPD will support increased awareness of how an individual learns and processes information where related skills and competences are explicitly addressed; however on many courses aspects of 'learning how you learn' are 'taken as read', rather than taught or explored. Reflective practice and critical thinking are two cases in point (see Moon 2005 for consideration of the latter).

Other examples may include ways of developing recognition of areas of under-development and strength, acquisition of key and transferable skills, (ICT, communication, team work, research, and writing skills), clarification of personal goals, values and motivation, developing effective networks and skills such as emotional intelligence.

To illustrate the conjoining of academic and subject needs, creative practice and academic workshops at CCW provide students with the skills to learn how to take part in a seminar, crit tutorial, evaluate their work, understand art language, make the most of lectures and get to grips with academic writing.

All of these areas will also be involved in any consideration of graduate attributes in relation to courses at UAL, which are being explored separately to these Guidelines.

PERSONAL & SOCIAL

It is a statement of the obvious that student learning is often impacted on (positively and negatively) by environments, experiences and people outside their courses. The reflective process allows students to build bridges between their educational and personal worlds and understand how events have turned out the way they have. Belief systems, cultures, values and backgrounds all inform the perspectives they have on learning and professional futures. PPD Coach is a UAL resource which addresses the Personal and Social aspects of PPD and is available at www.arts.ac.uk/ppd

PPD is about enabling the individual to make the most of their own potential and decisions that suit them; it is an individual and social practice - not necessarily a competitive one. So, a student who has set up five exhibitions in a term is not automatically 'better' than the student who organized a single event. This is embodied in the student-centred ethos of Personal Development Planning which emphasises the role of student choice in preference in how they engage in and prioritise their PPD activities.

Another factor which has social as well as work-related implications is the likelihood that many graduates will have portfolio careers; many elements and activities of PPD can enable students to develop the flexibility, aptitudes and mindset to juggle several strands of their professional and personal lives at once.

PPD OPPORTUNITIES WILL BE EMBEDDED IN ALL FE, HE, POSTGRADUATE, AND/OR ASSESSMENT MADE EXPLICIT TO STUDENTS THROUGH CURRICULUM DELIVERY.

Across all levels of provision relevant information on PPD should be contained in course handbooks, unit descriptors, briefs and assessment tasks. Furthermore the way in which PPD is being assessed in relation to the adoption of the PPD Marking Criterion must also be clearly explained to students.

While PPD will have common ground across all courses of study, skills and areas focused on, the nature of support and explanation and the ways in which PPD relates to the discipline are likely to vary according to different academic levels.

FE

First of all it should be noted that the terms Personal & Professional Development and Personal Development Planning are not employed in all externally accredited FE level courses, for example the Foundation Diploma in Art and Design. However, PPD is used on Access courses and also on the Fashion Portfolio at LCF. It is important, however, for staff to make clear to students that the processes described by PPD are still nurtured and developed through UAL FE courses.

UNDERGRADUATE

For students on first year of undergraduate courses, the emphasis may be on foregrounding study, practical and transferable skills, while second and third years of HE study will increasingly relate to employability and employment.

POSTGRADUATE

While PPD appears more explicitly embedded into assessment and curriculum content at previous levels of study, it may be deemed more appropriate to focus on the needs of the lone researcher and their individual growth and development in the research field at higher levels. There is likely to be more scaffolding (structure and explanation) in FE/HE PPD provision compared to postgraduate and beyond, where certain things are taken for granted as having been covered before.

However, Strivens urges caution in assuming that all postgraduate students will be fully conversant with PDP and its practices. She suggests that the common view of 'mature students as both more intrinsically motivated and more emotionally mature' (2009:37) than school leavers may lead course teams to assume that guidance on some aspects of PPD may be superfluous. She notes both their likely qualities - 'initiative, curiosity, self-discipline, determination' and also the fact that postgraduate students' may be more aware of conflicts of values between the expectations of their programme and their life outside the institution' (ibid). Furthermore, for postgraduate students unfamiliar with the study conventions and practices of UK universities - particularly in relation to reflective practice - explanation and support of PPD within the programme may be desirable. Useful places to incorporate PPD include any preparatory units introducing postgraduate methods, project proposals as well as final project evaluations, to provide a summary retrospective of the postgraduate experience and where it is leading the individual.

DOCTORAL

The following extract is taken from the UAL Research Degrees Handbook 2010-11, which makes clear the PDP requirement on UAL Research Degrees.

PERSONAL DEVELOPMENT PLANNING (PDP)

All research degree students should develop a Personal Development Plan (PDP). Personal development planning is 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.'

Personal development planning is essentially a process of:

- Thinking about where you are now,
- Reflecting on your strengths and improvements you would like to achieve;
- Planning where you want to get to and what skills and knowledge you will need to develop to get there;
- Undertaking your plan of work;
- recording the development you make;
- identifying when you have reached your goal;
- reflecting on your learning and achievement and, in the light of this,
- planning where you want to go next.

A key outcome of PDP is enabling students to progress towards becoming independent, autonomous and self-aware learners. Identifying strengths and weaknesses, reflecting on your activities and achievements and planning the next steps are integral to successful PDP.

In the context of a research degree, a student's PDP should be developed in and through discussions with their supervisory team and especially when completing the annual report and the Training Needs Analysis (see below). This structured approach should be guided by the Learning Outcomes for the degree on which the student is registered and result in the generation of a Personal Record, listing goals, achievements and training undertaken.

While the student undergoes the process of generating a Personal Record s/he is encouraged to reflect upon his/her own learning, performance and/or achievement; to identify gaps in his/her knowledge and/or ability and to plan how his/her training needs will be met. Although discussion with the supervisory team is essential in the process of personal development planning, especially in deciding on actions to be taken, the student has ownership of their own personal development records and of its structure. Some students may find it useful to write a reflective learning journal as their research progresses. Others may find a 'log' of activities, meetings and training attended more appropriate.

Maintaining a record of achievement alongside this as a separate list can be invaluable when the student prepares a curriculum vitae or writes applications for jobs or grants (see employability below).

TRAINING NEEDS ANALYSIS

It is the supervisor's responsibility to seek to ensure that the student receives the appropriate training, but the supervisor should also support and encourage the student to identify his/her training needs, through the use of PDP, and decide on either actions to be taken to address these needs or formal courses which should be attended. Students will be asked to consider their training needs at the first meeting with their supervisors and annually prior to the preparation of their annual report. The supervisors will be responsible for filling out a training needs analysis for each research student on the basis of these discussions which will form part of the student's annual report. Research students have access to a varied programme of formal training sessions through RNUAL designed to support their personal development and competence in general research skills. These skills may be present on commencement, explicitly taught, or developed during the course of the research. It is likely that even the experienced student will need further training in certain specific areas, whether these relate to their subject or are more general research skills.

UAL regards training in research skills and techniques as a key element in the development of a research student which will contribute to the successful completion of the thesis and to their training as a competent researcher. An outline of skills expected to be developed by research students and learning outcomes is provided later on in this section. These have been drafted with regard to the Skills training requirements for research students, taken from a joint statement by the research councils/AHRC (2004). To view the statement please go to:

www.rcuk.ac.uk/cmsweb/downloads/rcuk/researchcareers/jsstrainingrequirements.pdf

A SECOND EXAMPLE OF DOCTORAL LEVEL PDP

Examination of the Joint Statement of the Research Councils/AHRCs Skills Training Requirements for Research Students reveals a strong PDP/PPD orientation. This can further be seen in the following selection of points taken from Norwich School of Art and Design's Research Degree Training Framework:

Research Skills and Techniques - to be able to demonstrate:

- an ability to summarise, document, report and reflect on progress

Research Management - to be able to:

- apply effective project management through the setting of research goals, intermediate milestones and prioritization of activities

Personal Effectiveness - to be able to:

- demonstrate self-awareness and the ability to identify ones own training needs
- demonstrate self discipline, motivation and thoroughness
- recognize boundaries and draw upon/use sources of support as appropriate
- show initiative, work independently and be self reliant

Career Management - to be able to:

- appreciate the need for and show commitment to continued professional development
- take ownership for and manage one's own career progression, set realistic and achievable career goals and identify and develop ways to improve employability
- demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
- present one's skills, personal attributes and experiences through effective CVs, applications and interviews

All of the above reveal extensive common ground with the expectations of PPD at all other levels of study, even if the language in which these are expressed differs.

PPD OPPORTUNITIES MUST BE CLEARLY IDENTIFIED IN ALL YEARS OF STUDY.

AT UAL

One key place where PPD is embedded in the taught curriculum is in the 20 credit unit Introduction to Study in Higher Education, in the first year of all Honours & Foundation Degree courses. However, this should not be viewed as the only place where PPD can reside in the first year curriculum - or further years. A suggested minimum provision is that PPD should be formally assessed on at least one taught unit per year of all undergraduate courses. Its presence should also be signposted on postgraduate courses.

In addition, informal and supplementary PPD opportunities at all levels must also be made evident to students.

AT THE UNIVERSITY OF SURREY

The University of Surrey has the following model of embedded PPD (referred to as PDP) on undergraduate programmes, which is divided into three strands: Learning Research and Scholarship, Employability & Engagement with Society, Personal Effectiveness & Communication Skills.

Objectives are set out according to levels of study (years 1,2 and 3) in each of these strands and courses have to ensure their students meet one objective from each strand each year (minimum). While this level of prescription may not appeal to courses at UAL, it provides, nonetheless, a useful comparison in terms of an embedded and progressive model of PPD.

PPD AND PERSONAL TUTORIALS

It is common practice in UK universities to support PPD through the Personal Tutorial system, which provides an ideal opportunity to give students the chance to discuss their PPD. In some cases, pre tutorial checklists or discussion sheets are provided to give students a sense of the point to their tutorial (if they are not sure) or ideas as to how they can make it of maximum benefit to themselves.

In others, PPD has been included on the tutorial record sheet for undergraduate courses as a prompt for discussion.

SAMPLE SELF ASSESSMENT QUESTIONS FOR EMBEDDING PPD

The QAA Scotland toolkit document for Personal Development Planning contains numerous self assessment exercises related to particular themes. Questions based on ideas in this document may be helpful for course teams identifying where to situate PPD activities within discipline units

e.g. concerning:

- What opportunities exist to embed PPD activities within the unit
- How skills or attributes relevant to the discipline can be identified by the student through these
- How learning outcomes and marking criteria relate to PPD
- How PPD activities relate across units and years
- How such activities might be developmental and appropriate for the level of study
- How engagement in PPD links to measurable achievements
- How course teams are enabled to develop their understanding of PPD in order to support student engagement with it
- Drawing on feedback from alumni to identify retrospectively how PPD has been beneficial

COURSES WILL HAVE THE FREEDOM TO DECIDE HOW THEY WOULD LIKE TO INCORPORATE PPD WITHIN THESE UNITS E.G. AS INTENSIVE BLOCKS OR STRANDS AND WILL BE ABLE TO FLEX PPD OPPORTUNITIES TO FIT THE NATURE OF THE DISCIPLINE.

In 2008-09 UAL moved to an embedded model of PPD across all Colleges which means that separately accredited PPD units are no longer offered alongside the main subject. However, courses are still able to accredit PPD through its delivery within units and its formal assessment using the PPD Marking Criterion. Examples of how PPD might be included in units are:

- contained in the CLIP CETL publication PPD: learning for life:
www.arts.ac.uk/clipcctl-ppdpublication.htm
- the 'industry crit' evening hosted by Part Time Programmes at LCF
- evaluations of the prototype design experience on Product Development courses
- reflective statements as part of the dissertation or final major project
- through introductory first units such as Introduction to Undergraduate Study (LCF) and the new common unit being designed for all UAL undergraduate course
- units where PPD is a major element e.g. ISHE
- allying reflective activities to discipline tasks e.g. use of the perfume log on BSc Cosmetic Science at LCF
- embedding PPD elements into discipline assignments
- professional placements or work experience where reflective/analytical or evaluative reports are part of required assessment/accreditation
- employability skills workshops from central/College services providing added value on top on the curriculum offer
- the PDP activities and tools listed in the Appendices and Address Book

STUDENTS MUST BE GIVEN CLEAR GUIDANCE AS TO THE NATURE OF ASSESSMENT OF PPD WITHIN COURSES.

In the past, the extent to which PPD has been assessed within courses has varied greatly across UAL. With the move to Marking Criteria and an embedded model of PPD, specific guidance now exists as to what assessment of PPD might cover (see Marking Criterion 7) and guidance on levels of achievement (the Marking Matrix).

For example, if assessment of PPD is formal (i.e. summative and grade bearing) the PPD marking criterion should be used and the nature of the task set and evidence sought made clear. If PPD is an informal component of the unit i.e. not being assessed and graded, as in the use of some learning journals, this must also be made clear.

Similarly, where PPD style activities are being assessed on courses (e.g. Foundation) which do not use this terminology, it must be made clear to students that they are receiving the same kinds of developmental support although these bear a different name.

For further information on Marking Criteria for Undergraduate and Postgraduate courses please visit www.arts.ac.uk/marking-criteria

PPD OPPORTUNITIES SHOULD BE DESIGNED, STRUCTURED AND DELIVERED WITH RECOGNITION OF DIVERSITY IN STUDENTS' PROFILES, LEARNING STYLES AND PRIOR LEARNING EXPERIENCES.

The assumption is sometimes made by staff and students that PPD evidence has to be in text format but this does not have to be the case. Part Time Fashion Programmes at LCF have been experimenting with the use of Photo Booth and an inflatable Pod to give students the chance to create video records of their PPD in various learning situations. This can be seen in action in PPD Coach under the section marked Reflection.

Many courses use Learning Styles assessments such as the Honey & Mumford model or VARK www.vark-learn.com to enable students to identify learning preferences and accompanying study strategies. It should be noted that numerous models of Learning Styles inventories exist and each should be selected critically for use, as they have different foci and outcomes. (Colleagues may also be aware that there has been a level of debate around the nature and implications of using learning styles uncritically as tools for designing learning experiences.)

On several courses wikis have been used for collaborative, as well as individual, reflection. At LCF, courses have also experimented with Visual and Verbal Feedback to students (e.g. through video records), supported by CLIP CETL.

ALL STUDENTS MUST HAVE THE OPPORTUNITY TO REFLECT ON THEIR PPD ACROSS ALL DOMAINS OF THEIR EXPERIENCE, IN A MEDIUM SUITED TO THEIR NEEDS AND COURSE.

While typical documents are learning journals, the use of blogs, pods, podcast and a variety of audiovisual, as well as face to face, activities can also be used. Such records should have the flexibility to be formal or informal, private or shared, as appropriate. The Appendices contain additional information about reflective activities.

Strivens describes the value of reflective activities in the following terms:

- Thinking ahead and planning, using both critical rational thinking and imagination
- Doing something and being more aware of what is being done
- Recording these observations and perceptions
- Reviewing/reflecting on actions and their effects
- Evaluating and making judgements about self and the effects of own actions
- Engaging in conversation with a teacher/tutor and/or peers in order to discuss challenge experiences, perceptions and judgements
- Using this personal knowledge as a resource to inform future actions

Strivens (2009:36)

Of particular relevance to learners at UAL for reflective practice are Visual Directions, the CLIP CETL resource on reflective writing and sketchbooks and PPD Coach.

Visual Directions: available at www.arts.ac.uk.cetl/visual-directions

PPD Coach: available at www.arts.ac.uk/ppd

ALL STUDENTS WILL HAVE ACCESS TO RESOURCES PRODUCED OR ACCESSED BY UAL TO SUPPORT PPD.

One of the criticisms made of PPD provision hitherto at UAL - mentioned in the QAA Audit of 2008 - has been the variable level of PPD support provided on different courses. As a result, one purpose of these Guidelines is to make clear the need for all students to have equal access to common resources to support PPD.

This includes online resources which are made available to all through Blackboard and should be supported by additional course resources relevant to the discipline and/or industry. Examples of online UAL resources are:

- Creative Living
- PPD Coach
- Visual Directions

and the additional resources all of these point to.

Awareness of these resources must be encouraged and documents, media or spaces for recording and storing PPD evidence and content used, appropriate to the course or discipline. They should be updated regularly, as an integral part of student learning and offer opportunities for students to record and act on feedback. These will include the forthcoming e-portfolio for students being explored through CLTAD and future adoption of the Higher Education Achievement Record (HEAR).

The Higher Education Achievement Report (HEAR) appeared as a recommendation in the first Burgess Group Report Measuring and Recording Student Achievement (2004). Its author, Professor Bob Burgess, Vice Chancellor of the University of Leicester argues that while current Honours degrees are robust qualifications in themselves, the mechanism used to classify them is no longer sufficient. The HEAR is intended to give employers a definition of the qualities, skills, attributes and achievements that graduates of particular courses can demonstrate, and to provide more information than a simple statement of degree classification.

It proposes a fuller record of achievement which students will receive on completion of their studies, covering details of results and learning on course, additional learning and prizes. There is no separate category for PDP/PPD within the HEAR, however it is assumed that PPD will be implicit in any successes recorded. Section 6.1 is likely to have the most relevance for PPD as it records evidence of Additional Learning (albeit in fixed categories such as prizes, roles held etc). The HEAR will be offered to graduating students in UK participating institutions from 2010/11. UAL will trial the HEAR at a future time and is exploring the European Diploma Supplement as a first step in providing this extra level of detail in a summative student record.

UNIVERSITY/COLLEGE AGENCIES WITH THE ABILITY TO FEED INTO THE PPD OFFER MUST BE ENCOURAGED TO COLLABORATE WITH COURSES WHEREVER POSSIBLE.

Course teams are essential to successful engagement and buy-in by students. If PPD is overlooked, not prioritized or disparaged it will come as no surprise if students do not value the activities or outcomes related to it. In addition the University has staff in central or College based departments and services with valuable input to provide in PPD. Examples include those working in the fields of career guidance and employability as well as Units such as the Fashion Business Resource Studio at LCF, as well as colleagues in PPD roles.

COLLEGES WILL HAVE FREEDOM TO DECIDE ON PPD STAFFING STRUCTURES LOCALLY.

Colleges will have flexibility in terms of deciding who is responsible for PPD (e.g. designated co-ordinators within Schools, Faculties, or courses) and the structures for delivery; however the threshold expectation is adherence to all previous points. In addition, courses must establish and make clear through their course management structures and documentation for staff and students where responsibility for PPD lies within the course/School/other e.g. named individual post or role, or specific duties. The simplest way of doing this is for all teaching staff to be responsible for PPD as it relates to their taught units.

APPENDIX 1

EXAMPLES OF PPD ACTIVITIES

It's probably a statement of the obvious, but the things listed below are not comprehensive, some will be anathema to certain disciplines, and others are things that many courses use already or students will have encountered elsewhere. The list also does not include the many valuable but more intangible thoughts, actions and experiences that inform learning.

REFLECTION May be structured (e.g. following models such as Kolb or others) or unstructured (e.g. free writing activity)
Useful guidance: exploring meanings of reflection, the nature of reflective language, personal practices and preferences (what works for you), using visual and written thinking tools (de Bono approaches e.g. CoRT, Mind and Brain Gym, and other stimuli), using any of the resources listed under Address Book such as using PPD Coach.

RECORDING Texts or locations may include:
Visual/verbal feedback on audio/dvd, in Pods etc
Annotated sketchbooks
Learning journals and logs
Reflective statements
Personal development plans
Personal profiles
Wiki postings, diaries, blogs
Digital stories

PLANNING Techniques or strategies taken from business and management e.g. using time effectively, deploying resources, setting and achieving goals, using SMART targets, testing creative ideas for business viability, evaluating prototypes, costing events and innovations, achieving ambitions

DOING

Either practical strategies to complete projects, manage people, respond to briefs or commissions, or general approaches e.g. to boost confidence, get better at presentations

BBC online confidence course

www.bbc.co.uk/relationships/improving_your_confidence/

Tips for effective presentations

www.presentationmagazine.com

Some aspects of doing may also involve trying out techniques or exploring psychological approaches to dealing with situations or tasks such as Neurolinguistic Programming, e.g. www.nlp-bank.com/nlp-for-overcoming-fear-of-public-speaking.html

REVIEWING

In relation to learning, examples include exploring learning preferences, e.g. VARK at www.varklearn.com or Keynote www.leeds.ac.uk/textiles/keynote/Keynote_PDP/learn_quiz.htm using the ELLI 'learning power' inventory www.ellionline.co.uk/introduction.php using activities on PPD Coach under Learning & Employability

OR

to do with building up a picture of current skills, knowledge and capabilities.

Carrying out strengths based evaluations e.g.

- Doing self assessments such as personality, motivation, values and drivers, many of which are freely available online (unendorsed!) or included in online PDP resources such as those at Bournemouth University <http://pdp.bournemouth.ac.uk>
- Auditing skills and levels of competence in specific areas e.g. ICT

OR

about self awareness and personal/affective traits e.g.
Monitoring energy levels to see when you function best
Recognising the impact of emotions on learning and how to handle consequences

Psychometric and character tests e.g. Values in Action, available at www.viasurvey.org or the BBC Big Personality test, available at www.bbc.co.uk/science/humanbody/mind/surveys/whatamilike/index.shtml

APPENDIX 2

PPD STATEMENT FROM LCF FDA AND BA HANDBOOKS 2009-10

At LCF we want you to have opportunities to develop the mindset, skills and attributes you need for whatever your future holds, whether you are thinking of further study, research or immediate employment. Whilst these opportunities occur in your taught units and through support services provided through the College and University, the PPD element of your course offers you a structured and supported space in which to reflect upon your own learning, performance and/or achievement and plan for your future.. In the workplace this review process is often referred to as CPD, or Continuing Professional Development.

Through PPD, you can take stock of all the ways in which you are learning and growing as an individual during your studies - both within the curriculum and externally. These are influenced by a variety of factors and experiences: engagement with your subject, work activities, research, interests, social and family life, emotions, and personal qualities- in short, all the things that make you you, and define what you have to offer.

For ease of reference we suggest the four categories of PPD listed below for you to consider, although these are just a guide. We don't want you to feel that your ability to describe your growth is limited by these terms only, but hope they cover most of the things you would want to express.

EMPLOYABILITY

- How you keep track of, and promote, your own skills, experience and attributes
- Setting out and reviewing your plans as a creative practitioner or for your career/professional pathway
- Building your portfolio
- Developing specialist and general skills

LEARNING TO LEARN

- Knowing how you learn best and building on this knowledge to become more effective
- Improving your strategies for information gathering, selection and research
- Analysing and evaluating; including self and peer assessment

UNDERPINNING SKILLS

- How you can use diverse technologies/equipment for multiple purposes
- Your ability to work with others
- How effectively you communicate
- How you make the most of particular talents, such as ideas generation or being good with numbers

PERSONAL DEVELOPMENT

- The ways levels of confidence and self esteem can help or hinder you
- Other desires or objectives (travel, language learning, volunteering etc)
- Your personal values, beliefs, drivers and how these influence where you want to be or might flourish
- How you make sense of the things you learn in different contexts and the ways these can combine to give you enhanced understanding, wider horizons or different perspectives
- You will be asked to provide evidence of your PPD in various ways on your course, by providing a reflective statement with your assessment submissions unless advised otherwise by your tutor. Assessment of PPD will be indicated in your unit information and comes under Marking Criterion 7 - Personal and Professional Development.

APPENDIX 3

KEY ACTIONS FOR THE EFFECTIVE IMPLEMENTATION OF PPD

Chart taken from the revised national guidelines on PDP, with LCF practices (2008-09) mapped on, to illustrate elements of implementation

NATIONAL RECOMENDATIONS

LCF PRACTICE

1 Institutional strategy and policy

Institutions have a strategy and policy framework for the implementation, monitoring and quality enhancement of PDP provision. Such a framework establishes and develops:

- the nature of institutional opportunities for PDP for all learners at all levels
- any appropriate institutional recording and support systems
- the scope for customised practice across programme provision
- the flexibility of policy requirements when extended to students in partner institutions
- appropriate staff development opportunities to support PDP implementation
- the means of evaluating the learner experience of PDP provision.

- UAL sets out PPD expectations in its Strategy for Student Learning, as does LCF.
- LCF has had, for 3 years, a PPD framework which encompasses all undergraduate courses and is being extended to MA this year as well as dedicated provision at FE level.
- This stipulates four principles and nature of student engagement
- It is recorded through reflective PPD statements on every unit and is also manifested through designated course documents
- Regular workshops are held for staff and students to support PPD implementation and PPD is now being embedded into Introduction to Undergraduate Study
- Students consider their PPD experience through unit evaluation as well as ongoing reflection. It is, by nature, embedded in PPD

2 Programme presence

PDP has a clear presence and is valued at programme level. This is achieved when:

- programmes have an agreed rationale and framework for PDP, made clear in approved documentation and communicated to staff and students through course materials
- PDP is clearly related to the curriculum either as a highly visible additional strand or embedded within subject provision and practice
- programme teams customise and adapt PDP practice to establish local ownership of the ways in which learner engagement in PDP is supported and valued in the subject

- All programmes have the PPD framework embedded in course and unit handbooks. Emphasis has been placed on local requirements e.g. use of perfume logs for BSc Cosmetic Science or learning journals for Beauty Therapy/FE
- Reflective statements are handed in with assessed work or are embedded within it e.g. BAFM reflective statement on the dissertation or in the evaluative report for Product Development
- All courses are supported by on-course employability advice, agencies such as FBRS and through study support.

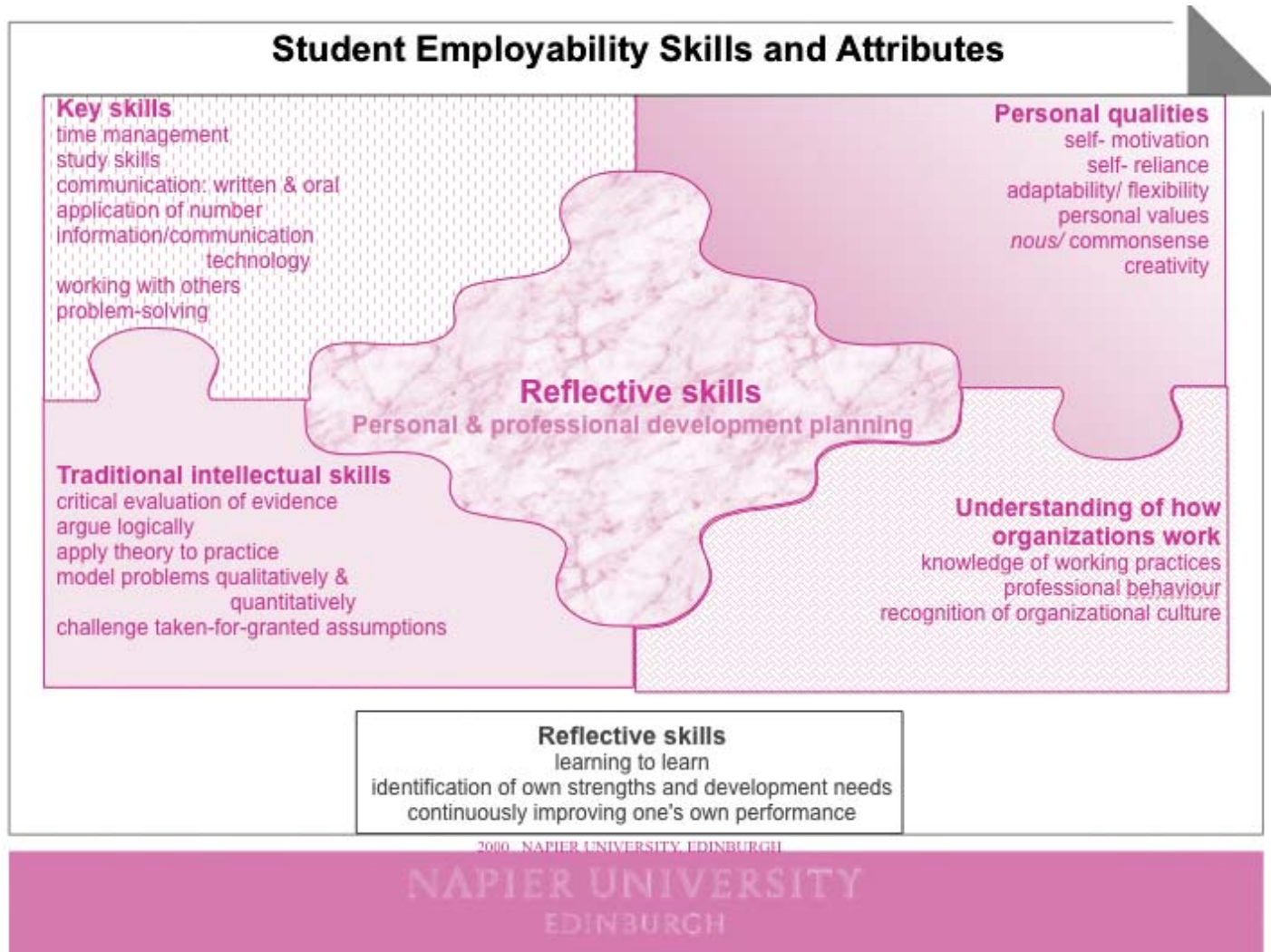
3 Engaging with learners

Learner engagement in PDP is valued and supported throughout the student lifecycle so that learners take ownership of their own PDP practice, processes and records. To this end, learners are provided with:

- advance information on programme support for PDP
 - a rationale for engagement with PDP throughout their programme
 - an introduction to approaches used to support PDP at the different stages of their programme
 - accessible institutional or programme tools and aids supporting engagement in PDP processes
 - an introduction to, and ongoing support with, these PDP aids and tools
 - opportunities to engage in PDP activities at each stage of the programme and across a range of learning contexts
 - opportunity to integrate extracurricula experiences into the PDP process and to reflect on their own identity, personal and lifewide learning
 - opportunities to create their own learning records containing information on qualities and skills they can evidence which can be drawn upon when applying for a job or further study
 - clear guidance on the eligibility for accreditation of their own evidence of learning through PDP for example through Accreditation of prior (experiential) learning (AP[e]L), work experience, or reflective practice and may be recorded on an institutionally verified
- Induction mechanisms and tutorial support include reference to PPD
 - Course and unit handbooks include the rationale for PPD which is reinforced in workshops and taught sessions, as well as tutorials and in preparation for hand in of assignments
 - Student choice and flexibility is emphasised in engagement with PPD but courses may naturally emphasise different stages of PPD e.g. Year 1 personal orientation and learning to learn in HE, Year 2 development of skills and extension of knowledge base and critical thinking, Year 3 employment and beyond
 - Employability support is provided on course by tutors and visiting practitioners as well as College agencies; university resources such as the Creative living website and Creative careers are also used.
 - Additional resources such as the Windmills Virtual Career Coach and confidence building activities (including a six week confidence course) are offered.
 - The College PPD rationale places great emphasis on a 'holistic' view of student learning which includes life and activities outside College.
 - Although PPD statements are compiled on course the guidelines remind students that they engage in relevant activities outside and across their studies which should be considered.

APPENDIX 4

JENNY WESTWOOD: VISUAL REPRESENTATION OF PPD, STUDENT EMPLOYABILITY SKILLS AND ATTRIBUTES



From her Powerpoint presentation describing the introduction of PDP at Napier University, available at www.slidefinder.net/i/implementing_personal_professional_development_planning/9307116 last accessed January 13 2011

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ADDRESS BOOK

ONLINE RESOURCES FOR PPD

EXTERNAL PPD WEBSITES

Artists Development Toolkit

www.a-n.co.uk

Artquest

www.arts.ac.uk/link-to-artquest.htm

Compass

www.a-n.co.uk

HE Academy

<http://www.heacademy.ac.uk/ourwork/teachingandlearning/employability>

Insightout

www.insightoutlearning.org.uk/index1.html

Mind The Gap

www.mindthegap.qmul.ac.uk

Windmills

www.windmillsonline.co.uk

COLLEGE PPD WEBSITES

Creative Living

www.arts.ac.uk/student/careers/creativeliving

ECCA

www.ecca-london.org

Emerging Artists

www.arts.ac.uk/emerging-artists-programme.htm

FBRs

www.fashion.arts.ac.uk/fbrs.htm

UAL Induction Support

www.arts.ac.uk/induction

Own-it

www.own-it.org

PPD Coach

www.arts.ac.uk/ppd

Visual Directions

www.arts.ac.uk.cetl/visual-directions

