

# Personal Development Planning: A Tool for Reflective Learning

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## ***The problem***

All departments in higher education institutions must provide students with the opportunity to prepare personal development plans by 2005/06, but a survey by the author (funded by CEBE) shows that only a minority of courses within the built environment offer this at present (Higgins, 2002). This is therefore an area ripe for sharing experience of current activity to help encourage wider participation and effective practice. This case study evaluates a pilot personal development planning system operated at Edinburgh College of Art/Heriot-Watt University, School of Planning and Housing, for all postgraduate planning students in 2001/02.

## ***Context***

The Learning and Teaching Support Network defines personal development planning (PDP) as

*'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'* (Jackson, 2001, p.1).

The concept springs from the Dearing Review (NCIHE, 1997) recommendation that institutions develop means by which students can monitor, build and reflect upon their personal development. Since then, PDP activities have been spearheaded by the Centre for Recording Achievement and the Personal Development Planning in Higher Education Scotland Network. The bibliography at the end of this paper directs people to useful publications and websites for further information.

PDPs undertaken during initial professional education link well with trends within the built environment professions relating both to entry requirements and continuing professional development (CPD). Most of the built environment professions require something similar to a PDP covering the work experience requirement preceding full membership. In this regard, PDPs are excellent examples of relationships being forged between educational and professional requirements. Not only are students encouraged to start good habits of lifelong learning, they are given practical experience in reflecting, articulating and recording their achievements and plans.

## ***Benefits of Personal Development Plans***

Personal development planning brings potential benefits for students, academic staff and institutions, with student learning and development lying at its heart.

### **Benefits to students:**

- a. Integrates personal and academic development, including work experience or other activities outside the curriculum, improving capacity to plan own learning
- b. Promotes reflective practice, effective monitoring and recording achievement
- c. Encourages learning from experience, including mistakes
- d. Promotes deeper learning by increasing awareness of what students are learning, how and to what level
- e. Requires explicit recognition of strengths and required improvements

- f. Provides mechanism for monitoring career-related capabilities to prepare for seeking professional practice, building confidence
- g. Establishes lifelong learning habits, encompassing continuing professional development.

### Benefits to staff:

- a. Helps students be more independent and purposeful learners
- b. Serves as a focus for personal tutoring
- c. Makes more effective use of off campus opportunities, including work placements or study abroad, encouraging students to integrate these with the curriculum
- d. Provides help in writing future references
- e. Promotes student understanding of learning outcomes, programme specifications and teaching and learning strategies

### Benefits to departments and institutions:

- a. Facilitates more effective monitoring of student progress
- b. Results in more effective academic and non-academic support and guidance systems
- c. Enhances capacity to demonstrate quality of student support mechanisms during external and internal review (adapted from Jackson, 2001, pp. 8-10).

### ***The execution***

*Product:* In academic year 2001/02, 42 postgraduate planning students participated in a pilot project that was organised by the author (Course Leader and first year tutor) and the University Careers Adviser. A form was devised (see Appendix 2) that explained the purpose of the plan and gave instructions. Examples of PDPs were collected from elsewhere that helped crystallise ideas about what was appropriate for postgraduate planning students. The form included open questions about personal aspirations and also a list of knowledge, skills and values derived from the Royal Town Planning Institute education guidelines and the town planning benchmark statement. For each item on the list, students had to give an example of how they had developed the particular criterion, rate their ability on a scale of 1 to 5, describe what and how they needed to develop, and rate their enjoyment on a scale of 1 to 5 to give career pointers. This type of form is a hybrid between the very long and detailed skills lists adopted by some other PDP systems and the more open-ended questionnaires at the other end of the spectrum. One of the potential strengths of PDPs is that it helps an individual look holistically at him or herself. Care was taken in the development of the form to include technical planning-related skills as well as transferable and interpersonal skills. Students were specifically encouraged to integrate all of their experience into the form: education, planning work experience and outside activities (transferable skills). In this way, the form was ideal for students on a two-year full-time course who generally undertake summer work experience within the field as well as part-time students currently working in planning and attending a day release course..

*Process:* As much thought went into the process as the content of the form; they need to complement each other to work successfully. The PDP was mentioned at the start of the year as part of induction as well as in the course handbook. Two career development seminars in second term helped students develop their PDPs. At the first, a recent graduate and the Head of the RTPI in Scotland were invited to speak about “What Employers are Looking For.” This led neatly into the issue of PDPs as a way of recording the skills, etc. currently demanded by employers. PDPs were explained and small groups of students were given a particular section of the draft form to complete and discuss. On the basis of student feedback, the form was slightly amended with clearer wording and some synthesis between criteria. A second seminar included a discussion of good practice in job

applications and interview skills, including a video; again, there were obvious links between this process and the preparation of a PDP. The student computer room was booked and students together began writing their plans on a soft copy with staff there to provide advice and assistance. These seminars were not part of a module and could have been better attended, but were very successful ways of introducing PDPs for those who went along. Throughout the process, close links between the course leader and careers advisor proved very useful; they both brought complementary skills and were able to support each other in realising course-specific and university-wide aims simultaneously. The Course Leader collected each individual's PDP at the end of the year and developed a student evaluation form so that feedback could guide future activity. Unfortunately, students filled in the forms at the end of the year and it was too late to be useful in individual tutorials, as intended.

*Resources:* The pilot project was made possible by the course leader receiving a £4000 grant from Edinburgh College of Art's new Learning and Teaching Project Fund. This helped justify the staff time involved in setting up the system. Neither Heriot-Watt University nor Edinburgh College of Art operate university-wide PDP systems; this pilot was the first of its kind used at either institution. A recent survey found that starting up a PDP programme in a department typically costs between £2,200 and £11,000 (Ward, 2001).

*Innovation:* This pilot project broke new ground within the institution it was situated. A new style of PDP was invented, linked to professional requirements. It was especially tailored for postgraduates and was not as prescriptive as some operating in other institutions. Linking the process to career development activities was also critical for the project's success and broke new ground within the institution.

*Participation rate:* Just under half of all students have filled in the forms and the evaluation questionnaire, although it is hoped that more might be completed in future. Although a higher number would be desirable, this is much higher than a previous attempt at something similar several years ago that received a poor response. The pilot was useful in gathering ideas to encourage participation in future.

## **Evaluation**

At the end of the academic year, students filled in an evaluation questionnaire; eighteen have been returned. Appendix 1 of this report summarises the student responses.

Most students found the form a bit difficult, taking between one and three hours to fill in. Difficulties that might be addressed in revisions and future explanations were mainly about the length and overlapping nature of some of the categories. Even trying to shorten and simplify the form as much as possible, there were a number of calls to do this more. The rating system was also a bit unclear to some, as well as issues to do with values rather than skills. It was clear that most students had an easier time reflecting about what they had already achieved as opposed to plans for the future.

Students thought the process beneficial, helping them to reflect on their learning and what they enjoy, as well as their levels of achievement and plans. Another benefit was the integration of work experience and academic learning. In summary, the theoretical aims of PDPs were backed up by student feedback. The only surprise was that not more found them useful in job applications and interviews, but that was probably because most students weren't applying for jobs when they completed the forms. The purpose of the plan was clear to the vast majority and most did not experience any barriers; of those that did, time was the greatest and a few thought the form could be clarified in places. The great majority did not want the plan assessed; half wanted the chance to discuss it with their year tutor and half wanted the plan to form part of a module as opposed to something outside the course curriculum. Seminars facilitated the process, as well as knowing it was a RTPI requirement and seeing it helpful for job applications. The explanatory cover sheet was also very useful. Students who had completed some form of PDP at work were familiar with the process, which promoted understanding. However, there may be a danger with students doing a different form of PDP at work and not realising that the university one has a different slant. Most students preferred a computer-based system as easy to update, but six still wanted paper copies. The cover sheet explaining the purpose was important in helping students fill it in. Part-time students found it successful in integrating work with education; most of them were used to doing something similar at work. The majority had not yet changed anything on the basis of the plan, but four had, including help with job interviews, increased awareness of future expectations, and a heightened sense of strengths and weaknesses, likes and dislikes.

The response has been encouraging, with no one dismissing the usefulness of PDPs, but there is still an issue about getting students to fill it out. The responses confirm the importance of getting the process right. For staff, there is still an issue of how to use these in tutorials, which takes time. Feedback is important, which also takes time, and staff development is needed so that they have the capability of assessing the forms, which are of a different nature to most academic assessments.

## ***Future development***

Given the success of the project, the author proposes to continue with the PDP system as described in this case study, making the following improvements:

1. The nature and purpose of personal development planning should inform the current curriculum review. The PDP process should be embedded in the curriculum in modules throughout the course where career development comes into play. If the course is working well, students should be informally reflecting on their development, but weaving a more formal and structured PDP into the curriculum brings these processes into consciousness, making them explicit and the learning purposeful. Comments on the individual PDPs themselves will be studied because they give a useful insight into student aims and aspirations and feedback about what educational aims are being met or not. The forms provide useful feedback for staff that should inform wider curriculum development in an iterative way.
2. PDPs should be introduced and revisited in appropriate modules, from the start to the end of the course. Where possible, they should form part of the assessment for a module and be used in individual tutorials with year tutors/dissertation supervisors.
3. The form should be revisited and opportunities taken to synthesise the knowledge/skills/values lists to shorten, simplify and clarify the detailed elements.
4. An exemplar form should be provided to help guide students.
5. Classes and seminars should discuss and explain the forms, linking them to career development and professional issues. The purpose and value of the process should be made clear to students and improvements continually sought through feedback. The rating system could be more clearly explained.
6. Staff development events should help convince the wider staff group of the value of the process. Staff need more guidance on how to give feedback on completed forms.

## ***Key issues for good practice***

Based on the author's research into how PDPs are operating elsewhere and her own experience of the Edinburgh pilot, this section summarises key findings in a way that highlights good practice guidance.

1. ***Encouraging student participation:*** To have any real effect, students must take PDPs seriously and be encouraged to participate in the process, as student learning and reflection lie at the very heart of the concept. If PDPs are not firmly *embedded in the culture*, they will probably be seen as just another form to fill in or another hurdle to jump. There is evidence that if the process is half-hearted, it probably won't work. It is important to explain to students clearly the *purpose* of PDPs so that students see the potential *benefits* in both the short and long term, including links to getting jobs, professional entry requirements and CPD. Embedding the system in the curriculum right from the start and at different stages, perhaps as part of modules, is helpful in encouraging students to see it as an *integral part of the course* as opposed to something extra. It may be possible to capture current reflective activities occurring in existing modules and expand it into a wider PDP. It may also be helpful to explicitly discuss the nature of reflection in a way that encourages students to think deeply and adopt good practice in this.

The system needs to be as simple and user-friendly as possible; there is evidence that students like *computer or web-based systems*, which are much easier to update.

*To assess or not to assess* is an important question bringing out different views. Using PDPs as an assessed part of a module is probably the best way to ensure participation. One possibility is to make it pass/fail, because the nature of PDPs could make it difficult to assess in the traditional sense.

Getting the *process* right is as important as the content. PDPs have worked well when they have strong *links with professional development* modules or seminars outside the formal curriculum. Using PDPs as a

focus for *one-to-one tutorials* with staff can be an important part of the process, used as a vehicle for cementing the tutor relationship.

2. **Ensuring staff participation and development:** Clearly, some staff are keener than others to promote PDPs and this is a critical issue. Some 'champions' within schools have not had an easy time convincing hard-pressed colleagues of the merits of such schemes. It certainly helps to have local *champions* and *supportive senior management*. Staff as well as students need to be convinced of the benefits of PDPs.

Some staff are clearly better equipped to support students in personal and professional development and *staff development* support is critical in informing good practice. Where PDPs are assessed or used in some way during tutorials, staff need to be clear how to guide students to improve, both in writing PDPs and in suggesting ways to develop. Guidance on what constitutes *good practice* in completing PDPs is needed; this seems sparse compared to other aspects of PDPs. It is important to develop a reflective culture throughout the teaching and learning process; teachers need to be seen to be good role models in this.

Inevitably, there will be *costs* involved in setting up and administering PDP systems and budgets and time allocations need to be realistic in recognition of the real costs involved.

3. **Content:** There is no right or wrong way to design PDP forms and they can be tailored to the needs of individual stages, courses, schools and institutions. The key differences in content seem to be in the *prescriptiveness or openness of the knowledge, skills and values catalogued* and in the way that *levels* are specified or not. Difficulties in self-assessment can arise and clear guidance is essential. Students also can find it hard to be specific about what they need to develop and how and may need to be guided to identify and locate evidence to support their claims. Different models may be appropriate for undergraduates, postgraduates and full or part-time students. The form should be appropriate for *education, work experience and transferable skills learned from outside activities*. Explicit reference to professional requirements can help students make links between education and practice and help motivate students to fill them in. There is some evidence that the shorter and simpler the form, the more likely it is to get completed. There was evidence of improved content resulting from student and staff consultation.

## Conclusions

PDPs can be effective tools in helping students to reflect and record their learning and achievements in a structured manner and to plan their future personal and professional development. PDPs can be effective in integrating academic and work-based learning and include outside activities and transferable as well as more technical skills. The process can encourage deep reflection and lifelong learning habits and provide a focus for tutor interaction and institutional support. In the built environment sector, PDP or similar have been adopted by the relevant professional institutes as requirements, both for initial full membership and for continuing professional development. They are therefore potentially very important tools within the subject sector for forging links between education and practice, focused on individual students .

There is no set form a PDP should take; existing models vary in the openness or prescriptive nature of their questions and knowledge/skills lists. Different models might be more appropriate for undergraduates or postgraduates and can be tailored to needs of stages and courses. To maximise effectiveness, forms need to be carefully crafted and will no doubt benefit from student and staff consultation and piloting. Computer or web-based systems are easier to update, which is crucial to the concept. Forms should be as simple and short as possible. Emphasis should be on the individual; part-time students should be encouraged to see them as tools to synthesise education and practice and they should be suitable for work-based learning records. Knowledge and skills components can be derived from professional bodies' requirements and/or subject benchmarks.

Getting the process right is probably even more important than getting the content right. Deep learning habits are more likely to occur if PDP as an iterative process is embedded as an integral component of the culture of courses and schools and not seen as just another form to fill out. Students need to be convinced of the value they potentially offer, both in the short and long run, in terms of personal and professional development. Links with professional development requirements and career goals need to be made explicit. Students need feedback on their forms and PDPs can be successful in providing a focus for individual tutorials. PDPs don't need to be formally assessed, but getting students to fill them out can be very difficult; making them a compulsory part of the course by being credit bearing is likely to ensure participation. They might well be tied to activities within

certain modules, linked to learning outcomes or with career development activities. The process might even be central to guiding curriculum changes. The nature of reflection could be explored with students and exemplar PDPs distributed to enhance good practice. Staff as well as students must be convinced of the value of PDPs and resistance amongst staff has been perhaps an even greater problem than amongst students. Staff development is crucial because it cannot be assumed that everyone is well geared up to implement the systems. Costs and resources need to be realistically set; there is no doubt that setting systems in place and properly maintaining them incur significant costs in terms of time in work programmes, staff development and IT support.

Lastly, it cannot be over-emphasised enough that if PDPs are going to really make a difference to student learning, they must not be seen with what Norman Jackson calls a 'piece of paper mindset' or they are a waste of valuable time, a meaningless bureaucratic exercise (see Jackson, 2002). PDPs can only ever be a tool and not an end in themselves. If successful, they are a vehicle for the process of continual deep learning and reflection undertaken in a way that, again, is not an end in itself but a focus for future effort. This deep reflection can only really be promoted by the culture of teaching and deep learning within departments and staff have a key role in this, both in how and what they teach and by being role models themselves.

### **List of references**

Higgins, Marilyn (2002) *Personal Development Planning in the Built Environment*, Centre for Education in the Built Environment, Cardiff University (see website).

Jackson, N. (2001) *Personal Development Planning: What Does it Mean?*, PDP Working Paper 1, Learning and Teaching Support Network Generic Centre.

Jackson, Norman (2002) *Building Capacity to Support PDP: An Optimistic Vision of Large Scale and Complex Change*. Learning and Teaching Support Network Generic Centre.

NCIHE (1997) *Higher Education in the Learning Society*, Report of the National Committee of Inquiry into Higher Education, HMSO.

Ward, R (2001) *Illuminating the costs and benefits of implementing Progress Files within Higher Education*. Report to Universities UK, Standing Conference of Principals and the Learning and Teaching Support Network.

### **Websites**

<http://www.ltsn.ac.uk/genericcentre/networkinitiatives/PDP>

<http://rapid.lboro.ac.uk>

<http://www.recordingachievement.org/>

## Appendix 1: Student Evaluation of Pilot PDP System

Are you full-time or part-time? FT 9 PT 9

What year are you in? 1<sup>st</sup> 13 2<sup>nd</sup> 4 3<sup>rd</sup> 1

1. Did you attend either of the seminars where personal development plans were introduced? Please circle one, none or both:
  - a. 5 Yes, I attended the first session on “What are employers looking for” with outside speakers and Nick Thow where students afterwards did a pilot on the personal development plans
  - b. 3 Yes, I attended Nick Thow’s second session on CVs and interview skills when students started filling in their plans on computers

If you attended the sessions, please comment on their helpfulness and make any suggestions on how they might have been improved.

**Good, informative. Helpful to see former student and employers in first seminar. Liked group work in first seminar to fill out parts of PDP and give feedback.**

2. Roughly how long did it take you to fill in the personal development plan?

1 hour – 5  
2 hours – 3  
3 hours – 5  
4 hours - 2

3. Have you done a similar plan previously?

Yes 5 No 11

If yes, where? **Previous or current employer, both planning and non-planning work.**

4. How difficult was the plan to fill in?

a. Very difficult b. A bit difficult 12  
c. Quite easy 4 d. Very easy

5. What aspects were hard for you to fill in or think about? Why?

**Not sure what was required, to what degree**

**Sometimes hard to distinguish between the various skills, etc. elements – overlap**

**Harder to think about future than the past, including what’s coming on course**

**Values section most difficult**

**Rating hard – difference between how you see yourself and how others see you**

**Long form**

**Enjoyment rating difficult with limited experience**

**Want to know more about RTPI requirements**

**Hard to quantify experience**

6. Having completed the plan, how beneficial do you feel this process is to you personally?

a. Very beneficial 3 b. Somewhat beneficial 12 c. Not helpful 0



f. Having experience of other personal development plans or staff appraisals 7

14. Have you changed anything in response to your own evaluation?

a. No 11      b. Yes. If yes, what? 4 **Helped with interviews. More aware of next year's expectations. Shown where I need to focus more. More aware strengths and weaknesses, likes and dislikes.**

15. Would you prefer a system

a. Paper-based 6      b. Web-based 4      c. Computer file 7

16. Any other comments:

**Make sure students understand benefits**

**Felt a bit like an exam – prefer multiple choice**

**Clear wording needed**

**Good for reflection, harder for future**

**Feedback would motivate and help me think**

**Not sure relevance if I do at work**

**Useful to part and full-time students in different ways – will help me with interviews**

## **Appendix 2: Personal Development Plan Pilot used by postgraduate planning students, Edinburgh College of Art/Heriot-Watt University 2001/02**

### **What is it?**

Personal development planning (PDP) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan their personal, educational and career development.

### **Why do it?**

The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning, helping students

- articulate personal goals and evaluate progress towards their achievement;:
- become more effective, independent and confident self-directed learners;
- understand how they are learning and relate their learning to a wider context;
- improve their general skills for study, career management and marketing themselves to employers
- take a positive attitude to learning throughout life, educational and career development

The RTPI requires you to submit a professional development plan when you apply for membership and to update this regularly throughout your career.

### **How it works**

Personal development planning is essentially a process of:

1. **Thinking** about where you are now, what you like/dislike, reflecting on your strengths and improvements you would like to achieve
2. **Planning** where you want to get to, what skills and knowledge you will need to develop and how you will acquire them via learning opportunities open to you
3. **Doing** – putting your action plan into practice; recording the development you make; identifying when you have reached a goal
4. **Reflecting** on your learning and achievement and, in the light of this, where you want to go next (and so the cycle begins again)

### **Rating Your Skills**

**Column 1** is a listing of the key knowledge/skills /values the RTPI has proposed as being essential for a planning graduate in order to be effective.

**Column 2:** list your evidence of when you have demonstrated this knowledge/skill /value. This could be drawn from your previous study, work experience or leisure pursuits. Remember most of the personal skills such as teamworking are deemed to be transferable from one situation to another. So, for example, if you worked effectively as part of a team in a bar job, it is likely that you would be able to reproduce the skills demonstrated then in your professional role as a planner. For some of the skills you will need to break the main heading down into a sub-set of skills e.g. “ people and organisational management and leadership skills” could include: goal setting, strategy development, delegating, listening, time management, dealing with people and managing conflict

**Column 3:** assess your current level of competency for each knowledge/skill/value, on a scale of **1 (requires development)** to **5 (highly competent)**, in terms of what might be expected at this stage.

**Column 4:** for each knowledge/skill /value you have rated below (5), please describe when and how you will develop it e.g. through a specific module or planned work experience. Be as specific as possible both in terms of defining and describing the skill and in your time schedule for achieving it.

**Column 5:** please reflect on how much you enjoy using each particular knowledge/skill /value and what implication this may have on your future career direction

It's fine to leave a box empty if something has not yet been covered!

Knowledge Components	Example of when you have demonstrated this knowledge	Self - Rating 1=low 5=high	For each knowledge/ skill /value, please describe in detail what in particular you need to develop to what level and when and how you will do this.	Please indicate on a scale of 1 (don't enjoy) to 5 (enjoy) your preference for using each particular skill and the career implications of this.
<b>Example:</b> "Creativity, flexibility and adaptability"	Creativity – Design Project in Year 1 required formulating a creative vision for the Royal Infirmary of Edinburgh site.  Flexibility/adaptability- Report for PLDC 1 included a fundamental change near end of process necessitating an adaptation to the original strategy	3  2	Urban Design option in Year 2 will deepen creativity by requiring a design solution.  Year 2 dissertation will require original thinking and adapting initial goals to practicalities. To be achieved by end of Year 2	5 - Really enjoy creative design. Would consider an urban design career/course in future.  3 - Quite enjoy and would feel OK about a post which requires flexibility/adaptability
1. Debates on the nature and purpose of planning, roles and relationships of a planner				
2. Planning methods				
3. Valuing and managing change in the natural and built environment				
4. Development process				
5. Planning system in context, including law, procedure, organisation and governance of planning practice				

6. Related areas of policy (e.g. housing, transport, design, rural, etc.) and specialised areas in the planning field				
Planning Skills	Example of demonstrating skill	Self-rating 1=low 5=high	For each knowledge/ skill /value, describe in detail what in particular you need to develop and when and how you will do this.	<b>Indicate on a scale of 1 (don't enjoy) to 5 (enjoy) your preference for each skill and career implications</b>
1. Producing strategies, policies and plans				
2. Problem definition, weighing evidence, problem solving, appraisal, decision-making				
3. Data-collection, investigation and research – quantitative and qualitative analysis				
4.				
5. Design awareness and critique				
6. Collaborative and multidisciplinary working; negotiation; teamwork				

Transferable Skills	Example of demonstrating skill	Self-rating 1=low 5=high	Describe what you need to develop and when and how you will do this.	Indicate on a scale of 1 (don't enjoy) to 5 (enjoy) your preference for each skill and career implications
1. <b>Project and resource (time, materials, people, money, etc.) management</b>				
2. <b>People and organisational management and leadership</b>				
3. <b>Creativity, flexibility and adaptability</b>				
4. <b>Written, oral, graphic communication</b>				
5. <b>Using information technology</b>				

Values	Awareness of these values	Self-rating 1=low 5=high	For each knowledge/ skill /value, describe what you need to develop and when and how you will do this.	Indicate on a scale of 1 (don't enjoy) to 5 (enjoy) your preference for each skill and career implications
1. Awareness of the value dimensions of planning work				
2. Ethical responsibility of a planner				
3. Issues of equal opportunity/diversity				
4. Issues of sustainability				

**“The key attribute of a knowledgeable planner is the ability to make relationships across these areas” (RTPI)**

## **Personal Development Plan: Year 1**

**Name:**

1. **What attracted you** to the subject of this course?
2. What are your **particular aspirations for the course and your career at this stage in the course** ?
3. What **practical experience** have you gained this year that helps equip you to work in a planning office?
4. **Portfolio of Work** - List the pieces of work you will keep in a safe place to draw on for job interviews:

**End of Year**

5. Looking back at your **aspirations** for the year discussed above, **have these been met?** If any haven't, **why** do you think this is? Is there **anything you can do** about it?

## **Final Year Postgraduate Personal Development Plan**

**Name:**

6. Summarise any **work experience you have undertaken to date**. **The skills**, knowledge and values developed through this experience should form part of the matrix above.
7. Final year requires greater **specialisation** and study in more depth; this principally relates to your dissertation and option. Describe the subjects you have chosen as your specialism and how they relate to each other.
8. Reflecting on the whole course, did it meet your **aspirations?** Which aspects did you **like most or least** about the course and any work experience and why? What are the **career implications** of your preferences?
9. What are your **career plans** and how do you plan to progress these?
10. What do you think are likely to be the key areas you will need to develop in the first couple of years in practice?