

Bolt-on and Embedded- A PDP model that works for students



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Prsentation Map:

- Graduate Outcomes –theme of today’s event ...what does it mean?
- PDP-What it means
- Employability
- TNE and PDP
- PDP on the Nanchang QM Joint Programme

Graduate Outcomes

Graduate Outcomes is a new model for the collection of graduate destinations data

• New features :the Graduate Voice

- How meaningful or important they feel their activity to be
- Whether they are using the skills they gained from their qualification in their current activity
- How they are progressing towards their future goals

The Graduate Outcomes survey!

G3 To what extent do you agree or disagree with this statement: I am utilising what I learnt during my studies in my current work?
You can think about this in terms of both the subject matter and other skills gained, namely everything you learnt on the degree. (WORKSKILLS)
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Strongly agree	01	
Agree	02	
Neither agree nor disagree	03	
Disagree	04	
Strongly disagree	05	

Personal Development Planning (PDP)

The Quality Assurance Agency (QAA) for higher education defines 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**' (QAA, 2001).

PDP models

In terms of embedding PDP within the curriculum, at the macro level a range of models can be identified (Jackson,2001) :

Mostly,

- Bolt on ,as an additional part of the student experience.
- Embedded ,at certain times, in certain modules

Occasionally,

- In parallel with the curriculum but with some level of integration

The bolt on approach to PDP

- PDP is delivered wholly outside the curriculum
- PDP is 'outsourced' to learning support staff.
- Specialist study skills and careers staff deliver outstanding support to students
- E.g :Writing skills, project management , time management ,cv writing

Bolt -on approach: disadvantages

- Outsourcing the teaching to a Learning Support Centre in a remote building could lead to the attitude ... 'if the staff don't value the process then why should I?'
- Many students who really need these benefits will not opt for extracurricular approaches

Embedded approach:

- Several programmes favour a wholly embedded approach that disperses skills development across the curriculum.
- Emphasis is on academic development and the subject discipline-specific skills (Kumar,2008)
- Key skills, including essay writing, report writing and presentation skills, are all included in the academic model, but these are all tied to the discipline

Embedded approach :Incorporating PDP 'features'

- The 'features' of a PDP programme, namely: *a process that involves*
- *reflection*
- *the creation of personal records*
- *planning and monitoring progress towards the achievement of personal objectives.*

Heylings and Tariq (2001) provide a good example of such a scheme for biology students

Time/Date	Action	Assessment
Term/Semester 1:		
Week 1/2	Initial meeting with supervisor	Discuss assessment criteria and considerations unique to the project. Discuss hypothesis and model formulation and techniques and methods to be used. Draw up a skills checklist unique to the student and project.
Week 5	First interim report prepared in student's own time to include:	1. Formal statement of assessment criteria unique to the project. 2. Details of resources (e.g. data collection). 3. Details of practical progress. 4. Evidence of literature search. 5. Action plan (targets for project).
Week 6	Formal feedback meeting with supervisor	Chief presentation, audience to include peers from research group and supervisor. Written feedback on the interim report, including of log book and self-assessment of skills using pro forma.
Week 11/12	Second interim report structured as before but with new headings to include:	1. Review of interim report 1. 2. Refining of initial project objectives. 3. Action plan - review and revision. 4. Initial data analysis. Followed up by a discussion on progress/difficulties, results
	Term/Semester 2	
Week 6/7	Third interim report structured as before plus:	Summative (20%) 1. Review of action plan. 2. Data analysis. 3. Comparative literature review. 4. Draft thesis. 5. Review of interim reports 1 and 2. Discussion/consideration and installing of skills checklist and log book.
Week 10	Submission of thesis. Also submission of:	Summative (25%) 1. Interim reports 1-3 and feedback provided. 2. Log book. 3. Skills assessment checklist.
Week 11	Oral presentation of project to staff and external examiners.	Summative (10%) Based on presentation skills.

Source: Adapted from Heylings and Tariq (2001), p. 113.

Disadvantages from staff perspective

- this degree of integration creates problems for some academic staff in terms of thinking about PDP as an identifiable process (Hulme and Lisewski,2010)
- Staff find it difficult to identify specific metacognitive skills-'learning about learning'-which are distinct from the discipline (Kumar,2008).

Disadvantages for students

- Students have more difficulty in identifying these skills , and the nature of their transferability
- It fragments their experience and fails to provide a coherent framework ,rationale and end goals to motivate and direct skills development.

The Nanchang –QM JP

- In 2013, the School of Biological and Chemical Sciences at QMUL formed a partnership with Nanchang University in China to offer a joint degree in Biomedical Sciences / Clinical Biomedicine..



PDP in the JP

- PDP was introduced into all the three years
- It is an example of the ideal: the PDP processes and the associated teaching, learning and assessments are both embedded and 'bolt-on'
- The modules are credit bearing modules
- Two birds with one stone for students: Gain credits and prepare for future life beyond the boundaries of the university

Incorporating PDP 'features'

- The 'features' of a PDP programme, namely: *a process that involves*
- *self-reflection,*
- *the creation of personal records*
- *planning and monitoring progress towards the achievement of personal objectives.*

Time line	Action	Assessment
Term/Semester 1:		
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	Term/Semester 2	
Week 6/7	Third interim report structured as before plus:	Summative (20%) 1. Review of action plan. 2. Data analysis. 3. Comprehensive literature review. 4. Draft thesis. 5. Review of interim reports 1 and 2. Discussion/reconsideration and installing of skills checklist and log book.
Week 10	Submission of thesis. Also submission of:	Summative (25%) 1. Interim reports 1–3 and feedback provided. 2. Log book. 3. Skills assessment checklist.
Week 11	Chief presentation of project to staff and external examiners.	Summative (10%) Based on presentation skills.

Source: Adapted from Hooping and Tsing (2011), p. 113.

Example of a Year 2 PDP essay.

Week 1	Discuss assessment criteria in groups Draw up a skills checklist
Week 2	Break down task i.e. literature review, data collection, first draft etc in groups Prepare a schedule with key deadlines
Week 4	Submission of formal statement of assessment criteria Evidence of literature search. Draft essay outline
Week 5	Receive feedback on submission (Generic) Engaging with feedback
Week 6	Submission of final essay Submission of interim feedback Short reflective piece on what went well, what did not go so well and how could it be done differently

In conclusion:

- It is an example of the ideal: the PDP processes and the associated teaching, learning and assessments are both embedded and 'bolt-on'
- Two birds with one stone for students: Gain credits and prepare for future life beyond the boundaries of the university

...thoughts

"Students need to be reassured that they are getting a comparable learning experience, whether they are studying in the UK or elsewhere through a TNE programme. This means that any enhancement of employability within a UK programme should also be provided in the equivalent TNE programme"..... Professor Marshall (HEA, 2015)



Thank you for listening

References :

- Baker, K., Perkins, J. and Combe, D. (2014) 'International students and their experiences of Personal Development Planning' *Active Learning in Higher Education*, vol 15:2, pp. 129 - 143
- Hulme, C and Lisewski, B (2010) 'Support structures for facilitators of student personal development planning: Lessons from two departmental case studies' *Journal of Further and Higher Education*, vol 34:2, pp. 137-148
- Heylings, D. J. A. and Tariq, V. N. (2001) 'Reflection and feedback on learning: a strategy for undergraduate research project work', *Assessment and Evaluation in Higher Education*, vol. 26, pp. 153-64.
- Kumar, A. (2008) *Personal, Academic and Career Development in Higher Education – SOARING to Success* London & New York: Routledge Taylor & Francis.
- Quality Assurance Agency for Higher Education (QAA) (2009b) A toolkit for enhancing personal development planning strategy, policy and practice in higher education institutions, June. Available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/PDP-toolkit-second-ed.aspx> (accessed 31 Aug 2018).