Planning your future

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Your Personal Development Plan

To help start your PDP, use the following sections to summarise your achievements to date. Write a short summary of where you came from and what you have already achieved e.g. school/college, home area, GCSE and A Level (or equivalent) grades, prizes or academic achievements, clubs sports, responsibilities, vacation jobs, travel. In other words anything you think important to record. What are the things that interest you e.g. voluntary work, sports teams, reading etc. Briefly describe why you chose your particular degree subject and why you decided to study at the at the University of Pavia and at Collegio Volta. To take your PDP further, there follows a number of questions relating to each skill defined in your course Learning Outcomes. Each question has two ratings involved. Column A describes how experienced and confident you are in using or applying the skill. Column B indicates how important you believe it is for you to develop or be able to apply the skill. Add the scores in Column A and Column B for each skill and put the total in Column C. The totals in Column C should help you to prioritise which skills you need to develop.

- summarise your achievements to date
- interests
- motivation

- Column A: describes how experienced and confident you are in using or applying the skills

- Column B: indicates how important you believe it is for you to develop or be able to apply the skill

- Column C: should help you prioritise which skills you need to develop

Column A (ratings 1–5)	Ratings	Column B (ratings 1–5)	Ratings
Have no experience, not confident	1	Not important at all	1
Have limited experience, not very confident	2	Of some importance	2
Have moderate experience, some confidence	3	Quite important	3
Experienced, competent and confident	4	Important	4
Extremely experienced, competent and confident	5	Extremely important	5

Self awareness

I am clear about what I expect from being at University

I am clear about what the University expects from me

I know what motivates me

I know what my strengths are

I know what my areas for improvement are

I know what action to take to implement improvements

Interpersonal Skills

I listen carefully to what other people say

I am clear about what it means to be assertive

I am able to negotiate with others to achieve a satisfactory outcome

I am able to clearly express what I want or need

I am able to deal constructively with difficult people

I spend time thinking about how I could improve my skills in dealing with people

Reflection

I take time out to try and 'make sense' of what I learn and experience

I spend time trying to think of ways to improve my academic performance

I understand how to implement the feedback I receive from others

I am aware of my personal limitations

I can reflect accurately about my emotional responses to events

Numeracy and Quantitative Skills

I am able to perform straight calculations e.g. add, subtract, multiply & divide

I am able to use fractions, decimals and percentages

I am able to use equations

I am able to calculate ratios

I am able to calculate averages

I am able to use graphs to express numeric data

Learning

I am clearly understand the concept of learning

I know all about the support resources available to help with my studies

I am able to assess and select what is important and what can be omitted when taking notes and revising

I am able to establish links between ideas

I am able to take responsibility for my own learning

Research and Investigation

I am able to identify the task in hand

I am able to use a library catalogue to carry out a search

I am able to take effective notes

I know how to reference my work

I know what plagiarism is and how to avoid it

I know how to access contemporary resource material

Effective Problem Solving

I am able to define the problem

I am good at finding possible solutions to problems

I am able to find the best solution to a problem

I am able to identify priorities surrounding a problem or decision

I am able to set targets

I am able to organise project time

Action Plan

Skill	Action	Progress

Action Plan

Skill	Action
Self Awareness	
Interpersonal Skills	
Reflection	
Numeracy & Quantitative Skills	
Learning	
Research & Investigation	
Effective Problem Solving	
Critical Thinking	
Communication	
Information Technology	
Team Working	
Analysis & Synthesis	
Self Management	

Personal planning is a process that:

- deepens your understanding of yourself

- makes you more aware of your motivations

- helps you formulate what you really want for your life and career

- helps you to face up to your own limitations and to address these realistically

- helps you to see yourself as other people see you

- assists you to plan over the longer term towards goals that are important for you

- helps you to make more effective use of work based processes such as annual review or appraisal

Personal development planning involves (1):

- **Reflection** - the focus of your reflection will change over time, but will include thinking deeply about issues such as who you are, who you want to be, what you want, why you want it, what your alternatives are in life, and what kind of life journey you want

- **Increasing self-awareness** - PDP requires you to be aware of your individual strengths, interests, inspirations, preferences, qualities, and ambitions - and of your own weaknesses and shortcomings

Personal development planning involves (2):

- **Being informed** - you can find about opportunities and choices that are open to you, and broaden your prospective

- **Taking personal responsibility** - as an adult, you can take responsibility for your own education, training, choices and forward planning

- **Developing a strategy to get where you want to be** - PDP helps you plan, set targets, take action, develop skills, and review your position

7 benefits of PDP (1):

1. It gives you a clearer sense of your direction and purpose so to avoid making wrong choices early on

2. Direction and purpose make study more meaningful. This builds motivation, which you can direct to achieve your academic goals

3. The reflective, strategic, analytical and creative thinking skills associated with PDP are relevant to academic study, and are useful in most life contexts

4. It will give you a better sense of who you are in the world and what you want: this in turn will give you more control over your future

7 benefits of PDP (2):

5. Typically, PDP activity will spur you on to develop skills and to take on activities that give you a broader portfolio of experience when you leave university

6. It can increase your self-confidence, based on better knowledge of yourself and your opportunities, and advance planing

7. You will receive more then just a degree from your education!

PDP process

- Understanding skills development in relation to different contexts (identifying skills and personal qualities; understanding personal learning styles)

- Planning (setting goals and targets so that you can measure your progress)

- Developing a strategy (using desired outcomes to guide strategy)

- Monitoring and evaluating performance (self evaluations)

Development Plan

Use the information to help you complete the next plan. The plan requires you to think carefully about how you will measure your achieve. Address carefully the following questions: What do I want/need to learn? What will I do to achieve this ? Which resources or support will I need ? What will my success criteria be ? Target dates for review and completion. Repeat the process for each exam that you area taking during the academic year.

Making a PDP

- AIMS: What do I want to achieve/learn?

- ACTIONS: What will I do to achieve this?

- RESOURCES: What resources/support will I need?

- MEASUREMENT: What will my success criteria be?

- REVIEW and TIMESCALE: Date and method of review?

Critical review

- Are your targets really SMART?

- Have you fixed a time and method for review?

- Is it just a plan or are you really going to do it?

Target

- Individuals who set goals are more likely to see behavioural changes if the goals set are highly specific, appropriately difficult, targeted and remembered - and where the individuals remains highly committed (McShane, 2011)

- SMART targets!