

Report on ALSS Faculty Evaluation of Personal Development Planning (PDP)

Introduction

The policy for the implementation of PDP within ALSS was to provide Faculty guidelines (Appendix 5), and within this to allow for a variety of provision within Departments and disciplines. This is in line with the findings of Jackson et al (2004) that PDP works best when it reflects local customs, practices and circumstances with regard to its format and operation.

The Faculty guidelines are that PDP should be provided within a core module at each Level, and that this should address the three levels of Transition to HE, Employment, and Transition to Work. This provision is then reflected within some element of the assessment for such modules: this could be integrated or separate, graded or pass/fail. The Faculty has provided support for both students and staff in the form of electronic materials within WebCT.

In the event, Departments chose widely differing approaches. These included using or not using the WebCT resources, assessing through form-filling, questionnaire, reflective evaluation or essay, fine-grading or pass/fail for PDP, and integrated or separate from other assessments.

The objective of this project is to evaluate the attitudes of both students and staff across the Faculty and to analyse feedback on which approaches appear to be most successful. This information will then be utilised to inform future implementation of PDP within the Faculty, including the provision of electronic materials, the approach within modules, the nature of the assessment, and the provision of support for staff.

The project aimed to draw on three main sources of data and feedback:

1. Student and Staff Questionnaires
2. An analysis of the use of WebCT PDP resources
3. A link PDP person within each Department. The rationale for the link person was to ensure a good return of questionnaires, and to involve Departmental staff in the project in order to cascade understanding of and commitment for PDP.

In addition, a student perspective was sought from the Students' Union (SU) Academic Affairs Officer, Lou Chiu.

This report will include:

1. An analysis of the findings from the Student Questionnaires
2. A Departmental summary from the Student Questionnaires
3. An analysis of the findings from the Staff Questionnaires
4. An analysis of use of WebCT resources
5. Feedback from the Departmental link staff
6. Conclusions and recommendations

1. Student Questionnaires

A draft questionnaire was produced by the project leader, received ethical clearance, and was discussed and adapted at a meeting which consisted of the project leader and six link members, one from each Department. The link persons were responsible for the distribution and collection of the questionnaires within their Department. It was hoped that both this and the completion of the questionnaire within class time would guarantee a reasonable rate of feedback. In the event, of the 1,500 questionnaires distributed to the Departmental links (based on their estimate of the number of students involved in PDP), only 225 were returned. This was due to changes in staffing of modules, the involvement of part-timers, and the timing of the PDP component/assessment. However, it still provides a return of around 15%, from which trends of some relevance can be identified.

The return by Department was as below:

Humanities and Social Sciences	HSS	22
English and Media	EM	80
Law	Law	20
Language and Intercultural Communication	LIC	45
Music and Performing Arts	MPA	49
Art	SoA	9

An analysis of the questionnaire results for the Faculty is attached (Appendix 1), and an analysis of the results for each Department (Appendix 2).

As might be expected, there was a wide range of responses, both between Departments and modules, and also within some modules. This would appear to demonstrate that not only are some approaches more attractive to students than others, but also that some students are inevitably more disposed to the concept and processes of PDP than others.

As might also be expected, some questionnaire responses were vague or contradictory, or provided qualitative rather than quantitative answers to some questions. Where the intention seemed clear this has been adjusted by the project leader (e.g. 'Good – I liked it' was interpreted as a '2'). This is in line with the project objective to inform Faculty policy rather than to provide flawless statistical data.

The first five questions were on the web portfolio on WebCT, and this section will be addressed in the section analysing WebCT use and resources.

Overview

Question 6: Were you introduced to Personal Development and the WebCT Portfolio in Induction week? Was it/Would it have been helpful?

Yes: 74 students – These were mainly in MPA (28), EM (24) and LIC (13). Not all students answered the 2nd part of the question, but of those that did **38** found it helpful. Of the 21 students in MPA Level 1 who were introduced to PDP, 16 found it helpful. It would seem, therefore, that this could profitably be disseminated to other Departments for use in future years.

No: 133 students – This includes 16/23 LIC students for whom a session was provided in Induction Week. Moreover, the Faculty Guidelines (Appendix 5) state that 'at the start of the Programme students will be introduced to the opportunities for PDP'. Not all students answered the 2nd part of the question, but of those who did **59** would have found it helpful and **28** would not. Level 3 students are less likely to have had a clear introduction to PDP and this could account for much of the resentment at Level 3, as reported in the SU interview.

Question 7: Were you aware that PDP was linked to one of your modules and which one?

Yes: 172 out of 225 – This would indicate that the Faculty guidelines have been successfully followed. In LIC, Level 3 students seemed less aware (**10/19**), with 4/9 of the positive responses saying that they had found out very late in the module. This could well be because the core module selected was the dissertation, where students have more diffuse lecturer/tutor contact. In all the other modules which returned questionnaires, the majority of students were aware of the module connection.

Question 8: Was the link to a module relevant/useful?

Positive (1 or 2): 65 Neutral (3): 51 Negative: (4 or 5): 74

It would seem that response to the module link was fairly balanced, but it is interesting to note that it varies considerably from subject to subject. In MPA, where there was much more consistent use of the WebCT materials, 13/15 students at Level 2 responded in the negative, and 6/7 students at Level 3. One possible explanation is that it is more difficult to demonstrate relevance to a module when using generic materials. On the other hand, in EM Level 2: Shakespeare and his Contemporaries, where the PDP element was very creative and imaginative (a choice of essay titles based on linking Shakespeare to modern life/skills/employment), 20 students rated the link as positive, 8 as neutral, and only 8 as negative. Reasons given for positive responses were that it was related to topics, it gave guidance, it helped focus, and it was a new perspective. Reasons given for negative responses were mainly that it was too time-consuming, that it was irrelevant, that the link was not clear, and that it added to stress.

Question 9: Did you find PDP a positive experience?

Very positive: 6
Positive: 59
Neutral: 53
Negative: 37
Strongly negative: 50

The reasons given for the negative responses were generally that PDP was seen as a waste of time or as pointless and irrelevant, although others also mentioned the lack of guidelines and the timing (told about it too late). Students also found it difficult to be introduced to PDP for the first time at Level 3. As anticipated, students on two-subject pathways resented having to submit a PDP assignment twice. Reasons given for positive responses were that it encouraged and helped reflection and personal development, and that it encouraged students to evaluate their performance in their studies. Others (in EM) appreciated the link to 'real life' and employment.

Question 10: Do you feel you were supported enough a) by staff b) by the materials?

The responses here need to be viewed with caution – many of the responses to a) seemed to be related to the helpfulness of staff in general, not as related to PDP. Likewise with b), students appeared to be referring to module study packs, lecture notes on the web, and the library rather than PDP materials. This is not surprising, since a large number of the students (108) had not used the WebCT resources at all, mainly because they were unaware that they existed. This is despite the fact that an introductory leaflet on how to access the materials was sent to all programme leaders to distribute to students. This highlights the issue of discovering the most effective way of cascading and disseminating information.

Comments included: not enough guidelines, not targeted to the degree enough, and that staff were negative, uninterested, confused or not well-informed about the PDP process, or that they did not exploit it sufficiently. This highlights the fact that staff attitude to PDP will significantly influence student attitude, and that it is crucial that staff are convinced of the benefits, or, if not, at least do not convey a negative attitude to the students. It is hoped that the cascade effect of the Departmental link staff in the project will contribute to a more positive staff approach in future years.

Question 11: Could you suggest in what way PDP could be made a more positive experience?

Of the listed suggestions as to how PDP could be a more positive experience, a large number indicated:

An example of the assessment task	(75)
More subject relevance	(75)
More link to employment	(82) Many of these from Level 1
Clearer induction/introduction	(81)

2. Departmental Summary from Student Questionnaires

LAW

Assignment: Edited highlights of a journal + short reflective essay with action plan based on skills audit. A separate assignment and fine graded.

There were 20 responses, all at Level 1. Most students were clear about the link to a module, but seemed to be unaware of WebCT. More were negative about the PDP experience (8) than positive (5), although 6 were neutral. Students felt in general that they had been well supported by staff but would

have liked an example of the assessment task, more link to employment (although Level 1), and a clearer introduction.

HSS (Humanities and Social Sciences)

Assignment: A separate short reflective essay (600 words), pass/fail.

In Public Services Foundation Degree it is an integral part of Learning and Skills Development and Preparing for Work modules (but no questionnaires completed).

Only 22 responses were received from 2 modules, and for the Level 2 module many of the questionnaires were incomplete. It is, therefore, difficult to draw any firm conclusions. Responses were very mixed, but it appears from a student comment and the incomplete questionnaires at Level 2 that staff in this module did not approach PDP in a very positive manner. Most of these students seemed to be unaware of the link to a module. In the other module (8 responses), most of the students seemed to be negative. The link to this module was clear, but in neither module was there any awareness of the WebCT materials.

LIC (Language and Intercultural Communication)

Assignment: Brief answers to a number of reflective questions. Integrated with another assignment, but not allocated separate % marks.

There did not seem to be any great resistance from students or staff, mainly due it seems to a light touch. There were 43 responses over 2 modules. At Level 1, the majority of students were positive (12) or neutral (8), with only 1 negative. At Level 3, responses were more divided; however, 8 were positive as opposed to 6 negative (3 neutral). At Level 1 the link to a module was clear, but this was less so at Level 3. The majority of students were unaware of the WebCT materials, and a large number (23) would have liked a clearer introduction (despite a session in Induction Week for Level 1).

EM (English and Media)

Assignment: A reflective/skills related essay, separate assessment and fine graded.

This Department returned the most student questionnaires (80 – 40 at Level 1 and 40 at Level 2). The staff in English and Media appear to have approached PDP in a very creative manner, with a choice of essays relating Shakespeare to skills and modern life at Level 2. The response to this was very mixed, with the majority being positive (15), but with a significant number (8) being strongly negative. It is possible that clearer introduction of the benefits/rationale of PDP might help to reduce this resistance. In the Level 1 skills module Ways of Reading, the response was less positive, with 9 students rating it as positive, 9 as neutral and 15 as negative. Students were generally very clear about the link to a module, but unaware of the WebCT materials.

MPA (Music and Performing Arts)

Assignment: A separate task, mainly based on the WebCT materials. Fine graded.

Forty-nine questionnaires were returned, from each of the three Levels. The majority of these were aware of the WebCT materials and of the link to a module. Students were, therefore, well informed about the materials and what they had to do, and at Level 1 were generally very positive about staff help. However, these students were still very negative about PDP, with 16 rating it as negative and only 3 as positive (7 neutral). The majority indicated that they would like more subject relevance and more link to employment. At Level 2, it appears that staff negativity was transferred to the students, as 12/15 rated PDP as strongly negative, and made comments such as: staff not bothered, little guidance, just told to fill in forms and tick boxes, etc. This underlines the importance of staff commitment and understanding. At Level 3 the 7 responses were more mixed: students felt they had been supported by staff but would have liked more subject relevance, more link to employment, a clearer introduction and more enthusiasm from lecturers.

ART

Assignment: A separate assignment addressing PDP – Answer to reflective questions. Pass/Fail.

Only 9 questionnaires were received at Levels 1 and 2, so it is difficult to draw any firm conclusions. The students were aware that PDP was linked to a module, but were not aware of the WebCT materials. At Level 1, 4 out of 5 found it a positive experience and all felt supported by staff, but would have liked more link to employment. At Level 2, students also were positive (2) or neutral (2), although one found the essay rather long.

3. Staff questionnaires

It is clear from student responses that staff attitude towards PDP makes a substantial impression on student response, and that if PDP is going to be successfully implemented it is important to convince staff of the benefits. It is also clear that many staff need winning over. This is both because some staff are unconvinced of the value of PDP, and, more importantly, because they have been so involved in implementing the new 15/30 curriculum that PDP has tended to be seen as an additional challenge and burden. The Associate Dean and Learning and Teaching Advisor provided guidelines and suggestions for the integration of PDP, and offered a workshop. However, these came at a time when there were many other demands on staff time and there was no take-up for the workshop.

The aim of the questionnaire was to gauge staff attitude both towards PDP and the WebCT materials, and to find out in what ways staff might like further support. Questionnaires were only received from nine members of staff, one each from four of the six Departments, and two and three from the other two Departments. All were completed by members of staff delivering PDP within their modules. This is perhaps a reflection of the fact that if staff do not teach on a PDP delivery module, they are tending to ignore the subject completely. This is a pity, since ideally PDP should become an integrated part of the whole programme. Below is a summary of the questionnaire responses:

Did you find PDP a positive experience?

Yes: 6 Comments: A focus for student learning
Useful web materials
I thought it was useful for students
The students were positive
I enjoyed the challenge

No: 2 Comments: Pointless
Bureaucratic

Yes & No: 1 Comment: Positive but needs embedding in modules and to convince students of value

Did you feel you received enough support?

Yes: 4

No: 5 Comments: Time consuming to mark and administer
Not in general but web materials and L&T Advisor were good
We need examples of more alternatives to forms
We need a clear and concise guide to PDP across the Faculty
WebCT materials were disappointing

Did you look at the WebCT Portfolio?

Yes: 8 Comments: Badly organised
Helpful
Students shouldn't need to download it

No: 1

Did you use any of the WebCT materials?

Yes: 3 One of these was for the Public Services Foundation Degree, and two were for Law

No: 6

Suggested changes: A journal facility
More exercises linked to student services and study skills workshops
Fewer forms
Clearer labelling and easier to find
Online submission
A more open-ended approach
More substantial content
Students are frustrated at doing the same thing twice – we need a Departmental approach

4. WebCT Resources

The first five questions on the questionnaire related to the use of WebCT resources. In addition, the Faculty Learning Technologist conducted an audit of the use of WebCT resources over the period of the evaluation (see Appendix 3).

PDP materials have been delivered online both through the WebCT virtual learning environment (VLE) and through materials on network drives. Registration issues have resulted in access problems for many students, and there has also been a low overall rate of use of the VLE-based courses. Access to PDP materials by those students using the VLE indicates that this group made effective use of the documents, although Level 3 students were less active. There were also access problems for regional partners.

Despite an introductory document describing the WebCT resources and how to access these, which was sent to all staff, there was very little use made of the resources by either staff or students and of the 225 students who returned questionnaires, **128** indicated that they had not used the web resources at all. The main reason given for this was that they were unaware of its existence, although a significant number also indicated that they had had trouble accessing the materials, or were not interested in them. The majority of students who did access the web materials were in MPA (35), where the staff had integrated the web resources into their PDP provision, although it is important to note that many of these students had a negative approach to PDP.

Answers to questions 2 (which aspects did you find most useful?) and 3 (are there any aspects you did not find useful?) were very mixed, and indicated that many students were talking about module materials on the web, such as lecturer handouts, rather than the PDP resources. Some students indicated that there were no aspects that they found useful, and this was generally the case with students who had an overall negative attitude towards PDP.

There were a number of suggestions as to how we could improve the online portfolio:

- Make it clearer
- Give a rationale for use of the materials
- Make it more interactive
- More organisation and restructure of questions
- Fewer forms – more integrated
- Don't make it compulsory x 2
- Use it for careers research and fill in online
- Fewer questions

5. Feedback from the Departmental Link Staff

Although the inclusion of Departmental link staff did not result in the hoped for high return of questionnaires, it proved invaluable in gaining a clearer insight into the attitudes, provision and problems within differing approaches and delivery of PDP within the modules. A secondary advantage was that through meetings of the project team there was a chance to share ideas and to increase interest and commitment towards PDP.

Apart from informal feedback during the meetings, the Departmental links gave feedback on four main areas: the general attitude towards PDP, problems encountered, changes made, and suggestions for future implementation.

a. Staff attitude

In general, staff attitude seems to have been mixed. There has been a large measure of resistance and reluctance due to the fact that this process is seen as being imposed both in national and Faculty terms. Many staff see PDP as pointless for students and time-consuming for both students and staff. In some Departments, such as Law, there was a general improvement in attitude during the year, as staff began to see the advantage of encouraging students to take responsibility for their own learning. In LIC, staff are appreciative of the 'light touch', but are in general unaware and unengaged in PDP. In MPA, about one-third sees the advantages of PDP in terms of student motivation and understanding. Students' understanding was hampered by sceptical staff who did not encourage students, and those tutors who were positive generally had students who thought more highly of the process of PDP. One problem seems to be that in certain Departments with already existing reflective or personal skills-based elements, PDP was seen as an additional process, rather than as a way to make these skills explicit. This is probably due to the fact that PDP planning was rather overwhelmed by the rest of the 15/30 process and there was neither sufficient time for discussion and understanding, or for the development of a staff feeling of ownership.

b. Problems encountered

A serious problem emerged where PDP was delivered as a separate item of assessment, as in SoA. This was a Departmental rather than a Faculty proposal and had the unanticipated and very problematic result that if students failed to submit their PDP component, they could be capped at 40% on a 60-credit module, thus seriously compromising their final degree classification. In MPA, the pass or fail process and the monitoring and marking system of the forms was seen by most staff as not only time-consuming but also difficult to manage because of the need to constantly remind students about what they saw as an 'add-on'. This in turn led to the problem of having to withhold students' marks. In Law, one problem was that some staff had a poor understanding of PDP and its implementation – a result of the other demands of 15/30 implementation. There were also technical problems in that the Chelmsford Law students could not gain access to the WebCT pages. LIC reported no problems, possibly through keeping to a very 'light touch'. In EM, the External Examiner has asked the course to monitor the rather higher marks gained in the Level 2 PDP component. However, the external also praised the Level 3 Synoptic Course Review module (a pre-existing module).

c. Changes made for next year

Law, EM and LIC, all areas where PDP seemed reasonably successful in terms of student response, do not plan any changes for next year, apart from a more seamless embedding and a continued monitoring of the approach. However, in LIC there is a feeling that PDP needs to have a slightly higher profile, with students introduced to it in week 1 (an Induction Week introduction was not successful in reaching a high percentage of the students), and ensuring that the PDP element addressed the overall student experience rather than merely the one module to which it is attached. This is an interesting point, which needs addressing, as there is a potential conflict between the need to make PDP relevant for the students on a particular module and the pedagogic impetus to address the whole student experience. In both Art and MPA, MDFs are being changed so that the PDP process is more embedded in the general experience and assessment for the module, in order to avoid the problem of withholding or compromising student marks.

d. Suggestions for the future

Suggestions for the future were few but sensible and helpful. Staff suggested clear and simple guidance for both staff and students, including an explanation of the benefits of PDP, and more information about the WebCT resources. It should be noted here that all staff were sent email

information about the WebCT resources, but there was a low response, again highlighting the need to find effective ways of bringing such information to people's attention. The link staff also suggested the dissemination of good practice. One further suggestion was that it is crucial to take into account existing reflective procedures in relation to PDP. This is, in fact, what was intended, but again the lack of time for full discussion means that this was not fully understood.

6. Conclusions and Recommendations

It should be noted that the conclusions and recommendations below are those drawn from the data and interviews by the project leader and do not necessarily represent the Faculty.

6.1. Introduction/Induction

- **Clear introduction:** It is essential that students are clearly introduced to PDP – this is clear from the answers to Question 6, and the suggestions in Question 11. A session in Induction Week could be helpful, but it must be recognised that many students are very busy in that week and do not necessarily either attend or take in the information. This was the case in LIC, where there was an introductory session in Induction Week, yet only 7/24 Level 1 students said that they had been introduced to PDP in Induction Week.
- **Dissemination of materials:** Despite the fact that all staff within the Faculty had been circulated with an introductory leaflet on the WebCT resources and how to access them, very few seem to have passed this on to the students. Likewise, all staff had been circulated with a list of suggested PDP activities; however, this had been within the course of the 15/30 restructuring, which may account for the fact that most members of staff seem to be unaware of it. It is, therefore, important to locate the best methods of disseminating both good practice and information to staff (Away Day or similar?), and information to students (see PDP Handbook below).
- **Introduction within modules:** Other options are an introduction within the core module: this would rely on staff having a clear awareness of the benefits of PDP and support available, and the success might depend on staff being convinced of the benefits and committed to the implementation of PDP. It is clear that PDP needs to be integrated from the start of the module and to become part of the Departmental culture in order to convince students of its relevance and value.
- **PDP Handbook:** Alternatively, or in addition, students could be supplied with a PDP Handbook: this could include an explanation of the nature and benefits of PDP, information on the web resources available, and an example of some of the web materials, such as the module audit. This would respond to the SU belief that students would like something paper-based, but could be both simpler and less costly than the original pilot versions. It might also be worth considering a basic Anglia Ruskin template for such a handbook, which could be reproduced or customised by the Faculties.
- **Investigate/disseminate good practice:** Investigate the MPA induction to see whether this could be useful to other Departments.

6.2. PDP Support and Activities

- **Relevance and 'light touch':** Although students in Level 1 MPA were given a clear introduction, and in general felt that they had been given good support by the staff and the materials, their response to PDP was very negative, with only 3 indicating it as positive, and 16 as negative (7 neutral). On the other hand, in LIC Level 1, 12 students found it a positive experience and only 1 saw it as negative (8 neutral). Given that the main complaint by many students is that they see PDP as irrelevant and time-wasting, it would seem a positive move to make PDP involvement in modules both module-relevant and a 'light touch'. The LIC Level 1 activity was a series of reflective questions for students to answer – see Appendix 4. In EM Level 2, the PDP element was very relevant to that particular module, although less of a light touch (relating knowledge of Shakespeare to the modern world and/or the world of work), and had very mixed responses, with 15 positive, 11 neutral and 13 negative.
- **Student choice:** PDP can have many benefits for students. However, if it is carried out merely as a requirement of the course, it becomes a mechanical exercise. The majority of universities appear to provide web materials for students, the completion of which is supported by tutors but is entirely voluntary. It is likely that the web resources and completion of web-provided forms will be viewed much more positively by some students than others, and the response in MPA seemed mainly negative. It might, therefore, be advisable to provide web resources as an

option, but to make the module activity both light and customised to the module/discipline. One approach to this could be list of reflective questions as used in LIC (see Appendix 4). It might also be an idea for lecturers to experiment with giving students the choice of which questions to answer from a short and relevant list.

- **Adapting existing practices:** Certain disciplines such as Art, Music Therapy, and ELT have always had a strong reflective element, which encourages students to consider such aspects as their strengths and weaknesses, the skills they are gaining, and planning for success. In these cases, it is more effective to use or customise these for PDP than to add on an extra reflective task. In the case of Art, modules are now being revalidated to integrate and highlight traditional reflective activities as PDP activity. These activities are far more likely to be seen as relevant and constructive by both staff and students than more routine or generic PDP activity. This may also go a long way towards solving the problem of two-subject pathways.
- **Relevance versus transferability:** It may be helpful to consider ways in which PDP activities can both be relevant to a specific module (e.g. Shakespeare and his Contemporaries) and also transferable to the University experience overall and/or future employment. It is also clear that many students, even at Level 1, would like more link to employment in PDP.

6.3. Web Resources

Based on experience in the current academic year, the following actions are suggested for future implementation of online delivery of PDP:

- Place the current suite of materials on the Faculty website, within a similar structure to that used on the current J: and O: drive delivery
- Build a web link to the PDP materials into the revised Faculty template, and add this link to existing module courses
- Delete programme and pathway-based WebCT courses which are only used for PDP delivery
- Review the supporting materials so that students have more online support for PDP
- Examine the possibility of making some or all of the materials interactive over the next one to two years
- Investigate the potential for an online portfolio of some type, perhaps starting with a basic version using some form of free social software
- Regional delivery of PDP may require additional attention, especially if the online delivery is enhanced as envisaged.

In general, it seems that students were not disposed towards filling in or accessing online resources, and resented any compulsory use of these resources. On the other hand, the provision of online resources, mainly voluntary, is the PDP approach adopted by many universities. The recommendation is, therefore, that we ensure that all students are clearly introduced to these resources at the start of their University career, but that the use made of them should be voluntary, except where staff feel that there is clear relevance to the module objectives.

6.4. Staff

Some staff have worked extremely hard on implementing PDP in a creative and relevant way into their modules; however, it is clear that there is still a lot of resistance and reluctance. In order to convince students of the benefits of PDP, it is crucial to convince staff. This could now be more profitably addressed than it could formerly, due to the growing awareness of PDP and the evaluation of current practice.

- Disseminate good practice. It is clear that email communication receives little attention, as do offers of workshops to busy teachers. There should, therefore, be some Faculty event, such as an Away Day or workshop, with sharing of good practice, exploration of the benefits of PDP, and discussion of potential approaches.
- Give staff a sense of ownership of the process. This could also be addressed by an Away Day.
- Provide a brief staff handbook with rationale, information and suggestions on PDP implementation. Suggestions for PDP activities had been circulated prior to the implementation of PDP, but many members of staff appear to be unaware of this.

6.5. Assessment

- Ensure that the PDP element does not in any way compromise students' degree classification. This can be achieved by making it an integrated part of assessment, rather than a specific PDP add-on.
- The addition of a few reflective statements to another item of assessment, as in LIC, not only provides a 'light touch' but also gives staff a much better insight into what students are gaining from the programme than the student evaluation questionnaires do (see Appendix 4).

A summary of points raised at the meeting with Lou Chiu, Students' Union

- PDP is difficult for two-subject award students, as they are expected to address it twice.
- Level 3 students often found PDP very difficult because of not being introduced to it at the start of their University career.
- Students feel that filling out forms has no developmental validity.
- Many students would like some paper form of the Portfolio.
- Students appreciated the module audit pages.
- Staff attitude towards PDP is crucial in shaping student attitude.
- Some students were unsure about why they were doing PDP and the potential benefits. It is crucial to ensure that they receive a rationale and any materials at or near the start of their University career.
- Students would appreciate an element of flexibility as to which aspects of any PDP process or portfolio they address – importance of choice.

**APPENDIX 1
QUESTIONNAIRE**

Level: 1, 2, 3 FACULTY: ALSS 225 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **33**
- b) within a module **58 (some students ticked a) and b)**
- c) not at all **128**

For 2, 3, 4 below, please see Departmental questionnaire summaries.

2. Which aspects did you find most useful?

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

5. Why did you not use the portfolio?

Mainly unaware that it existed

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 74 Was it helpful? **Yes 38 No 30**

No 133 Would it have been helpful? **Yes 59 No 28**

Comments: At Levels 2 and 3 the students would not have had an Induction Week

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 172

No 43

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

- 1 11**
- 2 54**
- 3 51**
- 4 36**
- 5 38**

9. Did you find PDP a positive experience?

- 1 6**
- 2 59**
- 3 53**
- 4 37**
- 5 50**

10. Do you feel you were supported enough?

a) by staff

- 1 31**
- 2 95**
- 3 36**
- 4 24**
- 5 7**

b) by the materials

- 1 8**
- 2 46**
- 3 42**
- 4 33**
- 5 14**

This section (10b) is hard to answer if they have not accessed WebCT and there were, therefore, understandably fewer responses. Those that there were seemed to refer more to library materials.

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	75
More subject relevance	75
Less link to the subject of the module	15
More link to employment/future jobs	82
Less link to employment/future jobs	5
Clearer induction/introduction	81
Other	See Departmental questionnaire summaries

APPENDIX 2 QUESTIONNAIRE

Level: 1 Pathway: LAW 20 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **3**
- b) within a module **5 (+1 a and b)**
- c) not at all **11 (mainly unaware that it existed or couldn't find it)**

2. Which aspects did you find most useful?

Model for PDP Layout (3)

Learning Targets (2)

Useful Worksheets (6)

3. Are there any aspects you did not find useful?

Too much

Too time-consuming

4. Do you have any suggestions as to how we could improve the portfolio?

Make it clearer to navigate

Make it smaller

Give more guidelines

5. Why did you not use the portfolio?

Couldn't find it (4)

Unaware it existed (3)

No advice on how to use it

Didn't see the value

Prefer hard copies

Don't like WebCT

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 5 Was it helpful? Yes 1 No 4

No 12 Would it have been helpful? Yes 5 No 4

Comments: Some incomplete answers. Hard to make any firm conclusions from this!

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 18

No 2

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 0

2 3 (for guidance)

3 7

4 6 (too time-consuming/link not clear)

5 1 (but I think this student might have reversed the numbers)

9. Did you find PDP a positive experience?

1 0

2 5 (helped me, made me reflect)

3 6 (good but confusing, knew my +s and -s already, didn't help degree modules)

4 8 (waste of time, hard, no benefit, irrelevant)

5 0

10. Do you feel you were supported enough?

a) by staff

1	4
2	7
3	3
4	4
5	0

b) by the materials

1	0
2	2
3	7
4	6
5	1

**Comments: Not enough guidelines
Not targeted to the degree enough**

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

a) An example of the assessment task	9
b) More subject relevance	4
c) Less link to the subject of the module	
d) More link to employment/future jobs	7
e) Less link to employment/future jobs	2
f) Clearer induction/introduction	9
g) Other	

Summary: A lot of the students seem to be unaware of or didn't use WebCT. More were negative than positive about the PDP experience, although quite a few were neutral. Link to the module was clear.

QUESTIONNAIRE

Level: 1 Pathway: HSS – HISTORY/PHILOSOPHY 8 Responses
(Western Civilization)

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently
- b) within a module
- c) not at all **6 (mainly unaware that it existed)**

2. Which aspects did you find most useful?

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

5. Why did you not use the portfolio?

Unaware that it existed (4)

Didn't need it/Irrelevant (2)

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes	1	Was it helpful?	Yes	0	No	1
No	7	Would it have been helpful?	Yes	2	No	5

7. Were you aware that PDP was linked to one of your modules and which one?

Yes **7**

No **1**

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

- 1** **0**
- 2** **2 (related to topics)**
- 3** **1**
- 4** **4 (not really, not linked)**
- 5** **1 (PDP irrelevant)**

9. Did you find PDP a positive experience?

- 1** **0**
- 2** **1 (reflection)**
- 3** **1**
- 4** **2**
- 5** **4 (pointless)**

10. Do you feel you were supported enough?

a) by staff

- 1** **3**
- 2** **3**
- 3** **2**
- 4** **0**
- 5** **0**

b) by the materials

- 1** **0**
- 2** **3 (but presumably not WebCT materials, since they don't know they exist)**
- 3** **1**
- 4** **0**
- 5** **2**

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	3
More subject relevance	3
Less link to the subject of the module	2 (but one of these also more subject relevance!)
More link to employment/future jobs	
Less link to employment/future jobs	
Clearer induction/introduction	4
Other	

Summary: A small number of responses and most of the students seemed to be negative. The link to the module was clear, but there seemed to be little awareness of the WebCT materials.

QUESTIONNAIRE

Level: 2 Pathway: HSS – CRIMINOLOGY 13 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)
- a) independently
 - b) within a module **2 (questionable given the other 9 responses!)**
 - c) not at all **9 (mainly unaware that it existed)**

2. Which aspects did you find most useful?

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

5. Why did you not use the portfolio?

Unaware that it existed (8)

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 1 (questionable!) Was it helpful? **Yes 1 No 0**

No 10 Would it have been helpful? **Yes 4 No 2**

Comments: No clue what it is!

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 8

No 3

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 1

2 0

3 1

4 2

5 1 (Waste of time)

A very low level of response to this question (5/13)

9. Did you find PDP a positive experience?

1 1

2 3 (reflection/realised where I was)

3 0

4 2 (not really, I'm aware and don't need to write it)

5 2 (pointless, unclear)

A low level of response (8/13)

10. Do you feel you were supported enough?

a) by staff

1 1

2 4 (even staff think it is pointless!)

3 0

4 3 (no guidance on PDP)

5 0

(Only 8 responses again)

b) by the materials

Only 3 responses – not surprising, as they were not aware of WebCT – 1 x 4, 1 x 3, 1 x 1

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task **4**

More subject relevance **1**

Less link to the subject of the module

More link to employment/future jobs

Less link to employment/future jobs

Clearer induction/introduction **3**

Other **One student didn't like PDP at Level 2, one would prefer to meet with a tutor.**

Summary: Although there were 13 questionnaires, many of them only had responses to a few questions. Responses were very mixed, but there is an impression that staff did not approach PDP in a positive manner (a comment + sketchy response in questionnaires). Most students were aware of the link to a module.

QUESTIONNAIRE

Level: 1 Pathway: LIC 24 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **2**
- b) within a module **4 (+3 a and b)**
- c) not at all **15 (mainly unaware that it existed)**

Those who did use WebCT seemed to use it mainly for lecture notes rather than PDP.

2. Which aspects did you find most useful?

Lecture handouts and notes (5) and Audio exercises (2) (irrelevant to this questionnaire)

Appendix

Self-evaluation

Resource and information in general

Explanation of what is required at each Level

3. Are there any aspects you did not find useful?

Some sources out of date

4. Do you have any suggestions as to how we could improve the portfolio?

Some articles in .doc format

Make it clearer

Make it more user-friendly

5. Why did you not use the portfolio?

Not aware of it (12)

Didn't need it (1)

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 7 Was it helpful? **Yes 4** **No 3**

No 16 Would it have been helpful? **Yes 8** **No 1**

Comments: Too vague

More needed to be said during year

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 17

No 6

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 3

2 7

3 6 (needs clearer connection)

4 4 (too random, not really referred to)

5 0

9. Did you find PDP a positive experience?

1 1

2 11 (but could be more creative)

3 8 (can't see why it's so important)

4 0

5 1 (time-wasting, no positive outcomes)

The majority of students were positive or neutral

10. Do you feel you were supported enough?

a) by staff

1	5
2	6 (staff always helpful)
3	8 (a bit late x 2, needs more reference during term)
4	3 (no one knew what it was or what to do)
5	0

b) by the materials

1	4
2	3
3	2
4	4
5	1

However, most of them did not know about WebCT, so it is unclear what materials they are referring to – I would imagine in the case of positive answers it may have been the lecture notes.

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	9
More subject relevance	8
Less link to the subject of the module	1
More link to employment/future jobs	7 (and this is Level 1!)
Less link to employment/future jobs	1
Clearer induction/introduction	13
Other	

Summary: Most students were unaware of the WebCT materials, but were aware of the link to a module. The attitude to PDP seemed to be mainly positive or neutral, although it could perhaps benefit from an earlier and clearer introduction. There was an introduction in Induction Week but only seven seem to have attended, and there may need to be more of an introduction at an early stage in the module.

QUESTIONNAIRE

Level: 3 Pathway: LIC 19 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **1**
- b) within a module **2 (+2a and b) Seems to be mainly lecture notes**
- c) not at all **13 (mainly unaware that it existed)**

2. Which aspects did you find most useful?

Information on module (3)

Range of information and resources (2 – but this could also refer to module information)

3. Are there any aspects you did not find useful?

Couldn't access it from home

4. Do you have any suggestions as to how we could improve the portfolio?

More student-friendly with more examples

5. Why did you not use the portfolio?

Not aware it existed (7)

Too busy (2)

Didn't need it (2)

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 6 Was it helpful? Yes 0 No 1

No 13 Would it have been helpful? Yes 6 No 0

Comments: As these students were Level 3, they would not have been involved in Induction Week. They are, therefore, probably referring to an introduction within lectures or workshops.

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 9 (but 4 said that they found out very late in the course)

No 10

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

- 1 0**
 - 2 5**
 - 3 2**
 - 4 2**
 - 5 4 (information was too late x 2)**
- Also, 10 had been unaware of the link to a module!**

9. Did you find PDP a positive experience?

- 1 1**
- 2 7 (reflection)**
- 3 3 (essential)?**
- 4 3 (no spare time, don't like it)**
- 5 3 (waste of time, lecturers not aware, need to know about it earlier)**

10. Do you feel you were supported enough?

a) by staff

- 1 3**
- 2 7**
- 3 2**
- 4 3 (staff not aware)**
- 5 1 (not exploited properly)**

b) by the materials

1	1
2	4
3	3
4	4
5	1

But most of them were not aware of the WebCT materials, so these scores probably refer to module materials. One student would like more reference to PDP in lectures.

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	7
More subject relevance	4
Less link to the subject of the module	
More link to employment/future jobs	12
Less link to employment/future jobs	
Clearer induction/introduction	10
Other	

Summary: These students are mainly fairly positive about PDP and feel that they were well supported. However, most of them were unaware of the WebCT materials and the link to a module appears to be unclear or rather late in the module.

QUESTIONNAIRE

Level: 1 Pathway: EM 40 Responses
(Ways of Reading)

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **2**
- b) within a module **14 (a+b: 1)**
- c) not at all **20**

2. Which aspects did you find most useful?

Handouts/exercises x 2

Reflection/looking back over previous learning x 5

Information on module assessments

Easy to use

3. Are there any aspects you did not find useful?

Not updated x 2

Not much that is helpful x 2

Not very clear what is required

4. Do you have any suggestions as to how we could improve the portfolio?

Make it more interactive

Make it clearer and give a rationale

More straightforward questions

Less repetition of tasks

5. Why did you not use the portfolio?

Not aware it existed x 6

No access/not available x 4

No point/didn't need it x 5

PDP included in my module x 9

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 18 Was it helpful? Yes 9 No 8

No 17 Would it have been helpful? Yes 6 No 3

Comments: The students clearly were introduced to PDP and given the WebCT address, but a large number seemed to be unaware of this – absent? forgot? One student said it was very brief, and another that it was too much to take in.

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 30

No 7

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 0

2 10 (made me reflect x 7, made me remember to do it, enhanced my personal development)

3 14 (no bearing on the module)

4 6 (not relevant/time-wasting/extra work x 5, essay too bland)

5 4 (time-wasting)

9. Did you find PDP a positive experience?

1 0

2 9 (helps to look at work closely, clarifies thoughts, reflect/consider development x 4)

3 9 (made me think, easy credits but distracting)

4 6 (extra work/time x 2, irrelevant x 2, stressful x 2)

5 9 (can control my own development x 2)

10. Do you feel you were supported enough?

a) by staff

- 1 0
- 2 21
- 3 4
- 4 4 (not told much, workshops time-consuming)
- 5 0

b) by the materials

- 1 1
- 2 11
- 3 5 (confusing, more guidance needed)
- 4 5 (brief and more information needed)
- 5 2

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

- | | |
|--|--|
| An example of the assessment task | 9 |
| More subject relevance | 14 |
| Less link to the subject of the module | 1 |
| More link to employment/future jobs | 11 |
| Less link to employment/future jobs | 0 |
| Clearer induction/introduction | 10 |
| Other | Make it clearer, link it to tutors not modules, give clearer guidelines for two-subject award students, give us more information on the relevance, a questionnaire would be better than an essay. |

Summary

Staff on this module seemed to have worked really hard at addressing the PDP requirement in a relevant way, but responses were very mixed. There are quite a few students who are very resistant to PDP, and we need to give a clearer rationale for the benefits of PDP. The students had been told of the WebCT materials, but many still seemed to be unaware of them, and this raises the question of how we ensure that students receive and are aware of all necessary information.

QUESTIONNAIRE

Level: 2 Pathway: EM 40 Responses
(Shakespeare and His Contemporaries)

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **0**
- b) within a module **0**
- c) not at all **36 (mainly unaware that it existed or couldn't find it)**

2. Which aspects did you find most useful?

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

5. Why did you not use the portfolio?

Not aware it existed x 12

No access/not available x 15

No point/didn't need it x 5

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 6 Was it helpful? **Yes 2 No 4**

No 31 Would it have been helpful? **Yes 15 No 5**

Comments: As this was Level 2, the students would not have had an Induction Week.

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 33

No 7 (but 4 of these rated 2 for the link to a module and were clearly aware of the link!)

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 5 (a good range of questions, related to seminars, different approach, v. positive)

2 15 (a good range of questions, made me consider relevance of module to career, made me aware of other aspects, see Shakespeare in a modern light x 2, new perspective, good focus, refreshing)

3 8 (CV would be more useful)

4 5 (not relevant)

5 3 (time-wasting)

9. Did you find PDP a positive experience?

1 1 (different approach very positive)

2 14 (a new skill, confusion of knowledge/personal development, interesting to have different type of assignment, aware of other aspects, freedom of speech, application to real life/work x 3, new perspective)

3 11 (a bit pointless x 3, had to do it in two pathways, interesting change, reviewing)

4 5 (extra work/time x 2, irrelevant, not properly explained x 2)

5 8 (waste of time x 5, irrelevant x 2, no guidelines)

10. Do you feel you were supported enough?

a) by staff

1 8 (some very positive comments about staff)

2 21 (as above)

3 8 (staff not well-informed on PDP x 2, more help on structure of essay)

4 2 (staff not informed, needed to explain benefits)

5 0

b) by the materials

- 1 0
- 2 15
- 3 12
- 4 10 (brief and more information needed)
- 5 2

This section (10b) is hard to answer if they have not accessed WebCT and there were, therefore, understandably fewer responses. Those that there were seemed to refer more to library materials.

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

- | | |
|--|--|
| An example of the assessment task | 16 |
| More subject relevance | 14 |
| Less link to the subject of the module | 3 |
| More link to employment/future jobs | 15 |
| Less link to employment/future jobs | 3 |
| Clearer induction/introduction | 14 |
| Other | Students seemed to take this questionnaire seriously and there was a range of interesting/useful suggestions and only a couple of 'scrap it'! Some are given below: |

I can't see how Shakespeare can link to jobs x 2

We should write a CV supported by careers x 2

A wider choice of less simplistic questions

It needs more justification/rationale

It should make you analyse the aims and objectives of your degree within your subject

It's an opportunity for students to gain confidence and express personal thoughts

Essay would have been better based on module themes and ideas

(PDP should be a musical piece assessed by monks from Outer Hebrides)

Summary

Staff on this module seemed to have worked really hard at addressing the PDP requirement in a relevant and creative way, and this seems to have paid off in that the responses are mainly very positive. There are still a few students who are very resistant to PDP, but a clearer introduction of the benefits/rationale might reduce those slightly (and possibly greater staff conviction). The students were obviously unaware of the WebCT materials, and possibly didn't need them for this approach – but it would be a good idea to introduce students to this at Level 1, so that it is available for those who would benefit from it.

QUESTIONNAIRE

Level: 1 Pathway: MPA – DRAMA 27 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **7**
- b) within a module **13 (and 1 a+b)**
- c) not at all **6**

(I think a and b are both the same here as they were all introduced to it as part of the module.)

2. Which aspects did you find most useful?

Ability to download x 2

Tutorials

Staff feedback section

Module information and Forms x 5

Assessing the course

Clear Forms

Information on how to complete

Easy access

Module guide for PDP

All of it

Nothing x 3

3. Are there any aspects you did not find useful?

Forms x 2

Difficult to access x 2

Technical problems

Tutorials

All of it x 4

4. Do you have any suggestions as to how we could improve the portfolio?

Make it easier to navigate x 2

Make it easier to access x 2

Make it shorter

Be less dependent on tutorials

Make it clearer

(Scrap it i.e. PDP x 3)

5. Why did you not use the portfolio?

Not aware x 2

No need x 2

It wouldn't work

Prefer to work alone

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 21 Was it helpful? **Yes 16** **No 5**

No 5 Would it have been helpful? **Yes 3** **No 1**

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 26

No 1

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 1 (relevant because needed it to pass)

2 9 (helped focus, made me do it, information about modules, relevant)

3 7 (not much connection/relevance x 3)

- 4 1
- 5 8 (waste of time/time-consuming/irrelevant x 4, pressure/possibility of failing)

9. Did you find PDP a positive experience?

- 1 1 (it helped me improve)
- 2 2
- 3 7 (it's hard to reflect, it helped me to assess the course/my aims x 2, shouldn't count towards grade)
- 4 8 (didn't teach me anything, confusing, didn't need it, not enough guidance, not relevant to module)
- 5 8 (irrelevant/time-consuming x 6)

10. Do you feel you were supported enough?

a) by staff

- 1 7 (very helpful x 2, personal tutor very helpful)
- 2 11
- 3 3
- 4 2 (staff were confused too)
- 5 1 (confusing and told different things)

b) by the materials

- 1 1
- 2 7 (Have a separate unassessed booklet)
- 3 4
- 4 2 (not aware of all the materials because no induction)
- 5 1

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

- An example of the assessment task 9
- More subject relevance 15
- Less link to the subject of the module 6
- More link to employment/future jobs 15
- Less link to employment/future jobs 1
- Clearer induction/introduction 5
- Other A self-contained module

Summary

It is clear that most of these students were very clear about the materials and what they had to do. They were generally very positive about staff help, and yet were generally much more negative about PDP than students in EM and LIC. Is this the nature of the students, the assessment, or the conviction of the staff (about PDP)?

QUESTIONNAIRE

Level: 2 Pathway: MPA – MUSIC/CMT 15 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently 5
- b) within a module 3
- c) not at all 5

2. Which aspects did you find most useful?

Career Planning

Information

None x 10

3. Are there any aspects you did not find useful?

Graduate skill set

All x 8

4. Do you have any suggestions as to how we could improve the portfolio?

More organisation and restructure of questions

Fewer forms – more integrated

Don't make it compulsory x 2

Use it for careers research and fill in online

Fewer questions

(Scrap PDP x 4)

5. Why did you not use the portfolio?

Useless/Waste of time x 4

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 7 Was it helpful? **Yes 3** **No 4**

No 8 Would it have been helpful? **Yes 2** **No 6**

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 10

No 4

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 0

2 0

3 2

4 3 (unclear why linked, why in 1 module and not all?)

5 10 (waste of time/irrelevant x 4, too much of a distraction, didn't mirror what I was learning)

9. Did you find PDP a positive experience?

1 0

2 0

3 2

4 1

5 12 (waste of time/pointless x 5, PDP seems to be primary school level)

(This is by far the most negative response of all modules/pathways)

10. Do you feel you were supported enough?

a) by staff

1 0

2 5

QUESTIONNAIRE

Level: 3 Pathway: MPA/DRAMA AND MUSIC 7 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **2**
- b) within a module **3 (and 1 a+b)**
- c) not at all **1**

2. Which aspects did you find most useful?

Home logon

Very little

CV preparation x 3

Self evaluation of module tasks

3. Are there any aspects you did not find useful?

PDP career development

Multiple choice questions

Tying PDP to major project x 2

Most of it

4. Do you have any suggestions as to how we could improve the portfolio?

More relevance

Keep separate from module x 2

Link it more to subjects

It was seen as a penalty as you had to pass it to pass your major project

5. Why did you not use the portfolio?

Not aware of it

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes	Was it helpful?	Yes	No
No	Would it have been helpful?	Yes	No

Comments: Level 3

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 6

No 1

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

1 0

2 0

3 1

4 0

5 6 (added to the stress x 2, not my managing field, dissertation irrelevant to my career)

9. Did you find PDP a positive experience?

1 0

2 0

3 4 (good idea but shouldn't start at Level 3 x 2, organised the wrong way)

4 1 (most students resented it)

5 2 (we need to concentrate on our major project)

10. Do you feel you were supported enough?

a) by staff

1	0
2	4
3	2
4	1 (staff didn't explain the benefits)
5	0

b) by the materials

1	0
2	5
3	2
4	0
5	0

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	4
More subject relevance	4
Less link to the subject of the module	1
More link to employment/future jobs	4
Less link to employment/future jobs	
Clearer induction/introduction	4
Other	More enthusiasm from lecturers

Summary

Interestingly, these students did not seem so anti-PDP as such, but more to the fact that it was integrated to their major project and added to the stress of this. It is probably very difficult having to do it at Level 3 if you have had no introduction before, but ability to evaluate what skills you have learned could be very useful in the job market.

QUESTIONNAIRE

Level: 1 Pathway: ART – Film/TV/Theatre 5 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **0**
- b) within a module **1 (+2 a and b)**
- c) not at all **2**

2. Which aspects did you find most useful?

Calendar

Discussion Board

Information always available

Contextual work at your own pace

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

Make a clearer indication of changes

Sort out access problems

5. Why did you not use the portfolio?

Unaware it existed

Complicated to use

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes 2 Was it helpful? **Yes 2** **No 0**

No 3 Would it have been helpful? **Yes 1** **No 0**

Comments:

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 4

1 x sort of – it could have been explained more clearly

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

- 1 1 (questions helped PDP)**
- 2 2**
- 3 2 (not that relevant)**
- 4 0**
- 5 0**

9. Did you find PDP a positive experience?

- 1 0**
- 2 4 (good to assess where I was with work, it helped focus, helped me know what to do)**
- 3 0**
- 4 1 (a waste of time)**
- 5 0**

10. Do you feel you were supported enough?

a) by staff

- 1 0**
- 2 5**
- 3 0**
- 4 0**
- 5 0**

b) by the materials

1	0
2	3
3	1
4	0
5	0

Comment:

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	2
More subject relevance	2
Less link to the subject of the module	1
More link to employment/future jobs	4
Less link to employment/future jobs	
Clearer induction/introduction	2
Other	Varied examples

Summary

Although there was a very small number of responses, the students seemed positive in general about both PDP itself and the way it fitted into their module.

QUESTIONNAIRE

Level: 2 Pathway: ART – Graphic Design 4 Responses

WebCT PORTFOLIO FOR PDP

1. Have you used any of these materials? (Please tick)

- a) independently **0**
- b) within a module **0**
- c) not at all **4**

2. Which aspects did you find most useful?

3. Are there any aspects you did not find useful?

4. Do you have any suggestions as to how we could improve the portfolio?

5. Why did you not use the portfolio?

Unaware it existed x 4

SUPPORT

6. Were you introduced to Personal Development and the WebCT Portfolio in Induction Week?

Yes	0	Was it helpful?	Yes	0	No	0
No	4	Would it have been helpful?	Yes	1	No	0

7. Were you aware that PDP was linked to one of your modules and which one?

Yes 4

For questions 8-10 please allocate a number 1-5: (1= very positive, 2 = positive, 3 = neutral, 4 = negative, 5 = strongly negative)

8. Was the link to a module relevant/useful?

- 1** **0**
- 2** **1 (made me analyse my strengths and weaknesses)**
- 3** **0**
- 4** **3 (don't see a link, relevant to all modules)**
- 5** **0**

9. Did you find PDP a positive experience?

- 1** **0**
- 2** **2 (helped me evaluate, helped me to see how to improve)**
- 3** **2 (helped to see progress, rather a long essay – scored 2/3)**
- 4** **0**
- 5** **0**

10. Do you feel you were supported enough?

a) by staff

- 1** **0**
- 2** **1**
- 3** **3**
- 4** **0**
- 5** **0**

b) by the materials

- 1** **0**
- 2** **0**
- 3** **3**
- 4** **0**
- 5** **0**

Comment: These students had not accessed WebCT, so were presumably talking about materials in the module relating to PDP.

11. Could you suggest in what way PDP could be made a more positive experience? (Please tick and/or comment)

An example of the assessment task	3
More subject relevance	2
Less link to the subject of the module	3
More link to employment/future jobs	3
Less link to employment/future jobs	1
Clearer induction/introduction	3
Other	Set the assignment out more like an assignment than an essay

Such a high percentage ticked so much of question no.11, I wonder how carefully they read them!

Summary

Again, it is hard to judge from such a small response. However, the students seemed fairly positive about the benefits of PDP, although less so about the connection to a module. They were all aware of the connection to a module, but none of them was aware of the WebCT Portfolio.

APPENDIX 3

ALSS Personal Development Planning – Audit of Student Usage of Online Provision March 2007

Julian Priddle

Version 1.0 2 April 2007

Executive Summary

1. PDP materials have been delivered online using both courses built using the WebCT VLE, mapped mostly at programme or pathway level, and materials on network drives.
2. Registration issues have resulted in access problems for many students, and there has also been a low overall rate of use of the VLE-based courses.
3. Access to PDP materials by those students using the VLE indicates that this group made effective use of the documents, although Level 3 students were less active.
4. Based on experience in the current academic year, the following actions are suggested for future implementation of online delivery of PDP:
 - Place the current suite of materials onto the Faculty website, within a similar structure to that used on the current J: and O: drive delivery
 - Build a web link to the PDP materials into the revised Faculty template course, and add this link to existing module courses
 - Delete programme and pathway-based courses where these are not used for anything other than PDP delivery
 - Review the supporting materials so that students have more online support for PDP
 - Examine the possibility of making some or all of the materials interactive over the next one to two years
 - Investigate the potential for an online portfolio of some type, perhaps starting with a basic version using some form of free social software
5. Regional delivery of PDP may require additional attention, especially if the online delivery is enhanced as envisaged.

1. Introduction

Within ALSS, PDP for undergraduates is delivered within designated compulsory modules. PDP is underpinned by a series of template documents that allow students to record and to reflect on their progress. In the current academic year, these template documents are designed to be paper-based, either to be completed using a word processor or printed and filled in by hand.

In order to make the documents freely available to students and staff, they have been provided online. They are located on the O: and J: shared drives, within a web-based structure that allows access by year. In order to monitor usage of the materials, the same files have been incorporated into WebCT courses that are intended to map onto complete pathways or programmes. There were three reasons for using WebCT as a delivery vehicle:

- Tracking facilities in WebCT would allow us to monitor the use of PDP materials
- Additional resources could be provided
- Students and staff who were not WebCT users would get a simple introduction to the VLE

This report details the access to the WebCT courses, and makes suggestions for the online provision of PDP materials in the future.

2. Access to WebCT PDP Courses

Before looking at the access data, I will discuss the process of student access to WebCT, and summarise how it performed in 2006-07. Students are associated with a WebCT course when they are registered to a pathway or module which is mapped to that course. For this to happen, the WebCT course is identified with one or more registration codes, and then the course student list is updated

automatically to include all students having the appropriate registration. For the current academic year, it was decided to deliver PDP via courses that corresponded either to entire pathways or programmes. These courses were set up in summer 2006.

The SITS: vision code that is used to identify pathways when setting up WebCT courses is designated CBO. This coding does not appear to be used routinely by many people in the University. When the Faculty listing was received, it turned out to contain a large amount of redundant data, with the spreadsheet running to over 2000 entries. These were eventually sorted to produce separate course mappings, each of which picked up between 5-30 individual records (for a programme this would include each of the year groups and locations, for each of the constituent pathways). Eventually, the Faculty requests were based on 898 records for 24 courses (including regional partners).

This was a labour-intensive process both for Faculty staff involved in drawing up the listing and for the C&ITS personnel who transposed it to a set of courses. However, we hoped that the end results would be robust. Once teaching started in autumn 2006, it became clear that the WebCT courses were not accessible to all of the students who needed to download the materials. Overall, the course request process for pathway and programme-level was a failure, whereas at module level it was satisfactory.

There were several reasons for this, most of which have been covered comprehensively in a report on WebCT course requests prepared by Carol Everett (then part of C&ITS LDT, now in INSPIRE). Although in a few cases it became clear that some pathway occurrences had been omitted from the course mappings, the major problems arose from registration issues. When one Department did start to prompt students, via tutorials, to access materials, it became apparent that 16% of Year 2 students were unable to access the WebCT course. If this was representative of similar problems elsewhere, this suggested that between 100-200 students in the Faculty (excluding regional partners) would find that they were unable to access their PDP materials via WebCT when they needed to.

The use of so-called 'bucket codes' to hold students who did not fit conveniently into the registration process was one of the major stumbling blocks in the process. The students are those following two-subject courses at Levels 2 and 3 (ie pre-15-30 pathways). Since these bucket codes have abstruse names like 'BA/BSc (Hons) LSS (not lang)', there was no obvious reason to associate them with any pathway. When this issue came to light, Registry was able to re-allocate some students to 'real' pathway codes, and the remainder were served by a generic WebCT course. The latter process 'rescued' around 70 students.

A second problem has emerged more recently with students on pathways that span Faculties, such as Psychology and Social Sciences. These again failed to 'show on the radar' when the courses were being set up, as the course codes would have been on the listing prepared for the lead Faculty (in this case, Science and Technology).

The message from the WebCT provision in this academic year is that the CBO listing is nowhere near being sufficiently robust to allow us to set up courses at a pathway or programme level with the expectation that all students will have access. This problem will persist for a few years. Possible solutions to this are set out below (sections 5 and 6).

3. Student Access Statistics

Fifteen WebCT courses were set up to deliver PDP materials to 'core Anglia' pathways and programmes, and a further nine were established for regional partners. These two categories will be treated separately throughout the remainder of the report.

3.1 Core Anglia

For core courses, the median number of students on a course was 126 (range 1-483). All but one course had at least one member of staff (other than me) added as designers (median 3, maximum 10). Access data are presented course-by-course in the tables below. Overall, the use of the WebCT courses by students appeared to be quite low. Of the total of 1955 students registered to the 15 'PDP' courses, 69% failed to access, 19% were classified as active users (see below) and the remaining 12% were classified as one-off users.

Looking at individual courses, the median proportion of non-users (students who never accessed the course) was 66%, and for seven courses this value was 75% or higher. 'One-off' users, who had visited the course only once and were probably mostly simply 'exploring' rather than 'exploiting', accounted for an average of a further 12% of students. The median proportion of students classified as 'active' users on the basis of several visits was only 10%, and was 25% or less in 11 courses.

In assessing this pattern of access – or lack of it – it is important to recall that the materials were available to students through other means, both online through the O: drive and as paper copy provided by some tutors. The registration difficulties described above would have been a significant disincentive to student use, and in some cases it is most likely that problems would only have been identified close to hand-in time, so that the WebCT provision would have been redundant by the time the student was given access. However, it is also noticeable that some courses received much more intensive use, and had a lower proportion of non-users. This is the case for the two courses in the Department of Music and Performing Arts, and staff dealing with PDP were noticeably proactive in getting students to use the online materials.

Student activity can also be quantified (albeit crudely) by the number of 'hits' that each student makes on the site. The term covers both the opening of resources such as individual pages or the calendar, and accessing files (see below for data on individual PDP documents). The median number of hits per student varied from 0 to 19, reflecting the low access. This median value was non-0 only for 4 courses, and the maximum number of hits ranged from 2-191 (median value 53).

3.2 Regional Partners

Students at the regional partners made almost no use of the WebCT courses. In only two of the nine courses was there any access. Generally, the student lists on these courses were shorter (median value 43, maximum 190), and in one case no students had been registered to the course. With the exception of two courses at PRC, students in regional partner institutions have not used the WebCT delivery to access PDP materials.

Apart from setting up the courses where it was possible to identify the regional occurrences, I have not been involved in the way that PDP is delivered to students at regional partners. In the current academic year, the PDP 'package' consists mainly of printable pro formas, with a few ancillary resources, some of which are web-based. If this is upgraded over the next few years to include more online resources, a means to transmit these to regional students needs to be established.

4. Tracking the Use of PDP Files

The tracking facility in WebCT allows course staff to monitor the number of times that individual files are accessed, and the time spent 'viewing' these files.

4.1 Core Anglia

There was considerable variation in the amount of access to different documents. The total number of hits per document ranged from 48-387 (median value 191) and total access time was 45 minutes to nearly 14 hours (median value 4:01:52). In general, both of these data were linked strongly to the number of students accessing the course, with typically 1-4 hits and 1-5 minutes access time per student (excluding non-access, see above). The exception was the two courses associated with the Department of Music and Performing Arts, where hits per active student were 12 and 13 and access times were 15 and 17 minutes.

Both within the WebCT course and in the materials available via the O: drive, materials were classified as 'induction', Level 1, Level 2 and Level 3. The following table uses this classification, and then ranks the access to individual documents within each grouping. Note that in this table, data for a single modular course are included, as this was also used as a PDP vehicle (see section 5). This also showed a high access time per student (12 minutes) for the PDP documents.

Document	Total number of hits (used to rank documents)	Total access time (hh:mm:ss)
<i>Induction</i>		
Introduction to PDP	259	08:56:42
Exercise 1 Personal achievement	231	07:57:30
Exercise 2 Defining personal strengths	118	03:43:06
Exercise 5 Preparing a plan	100	01:41:25
Exercise 3 Identifying areas needing development	93	00:59:45
Exercise 4 Bridging the gap	89	01:07:11
<i>Level 1</i>		
Anglia Ruskin graduate skills list	387	05:31:58
Study skills audit	354	13:50:38
Personal course planner/progress check Year 1	320	10:24:01
Creating a Personal Development Plan	219	10:47:13
Feedback record	185	05:09:15
Graduate skills audit Year 1	160	04:01:52
<i>Level 2</i>		
Personal course planner Year 2	294	07:04:30
Graduate skills audit Year 2	234	05:15:31
Work experience record	204	02:32:47
Career planning record	202	01:51:03
Extra-curricular development record	191	04:45:51
<i>Level 3</i>		
Personal course planner Year 3	121	02:08:42
Graduate skills audit Year 3	90	02:12:26
CV development	56	00:45:58
Exit action plan	48	01:18:16

It is noticeable that number of hits and access time were lower for Level 3 documents than for the other groups. The induction exercises were not accessed equally – Exercise 1 received 231 hits and nearly 8 hours of access time, whilst Exercises 3, 4 and 5 received 100 hits or less and 1 hour to 1 hour 45 minutes access time. All Level 1 documents had at least 5 hours of access time, with 3 of these over 10 hours.

Considering that the access time needed simply to download a document (which would be the eventual use of most of these documents) is a matter of a few seconds, the time per hit data in the detailed tables below suggests that some documents are being read on screen (or more likely to be left on screen whilst the user made a cup of tea). This is indicated by 'time per hit' values of a few minutes and applied, in some but not all courses, to the Level 2 and Level 3 personal course planners, the CV development document and some of the induction exercises.

4.2 Regional Partners

In view of the very low access to the PDP materials in WebCT courses, it was not worthwhile analysing this document by document. The only documents accessed were:

Creating a Personal Development Plan (x 2, Humanities PRC)
 Exercise 1 (x 1, Humanities PRC)
 Graduate skills audit Year 1 (x 1, Humanities PRC; x 1, Social Sciences PRC)
 Introduction to PDP (x 2, Humanities PRC)
 Progress check Year 1 (x 8, Humanities PRC; x 2, Social Sciences PRC)
 Study skills audit (x 2, Humanities PRC; x 3, Social Sciences PRC)

Some representatives of (all?) regional partners had been provided with the PDP materials on CD-ROM at the Academic Managers' Faculty Learning and Teaching Quality Briefing at the start of this academic year.

5. Delivery at Programme or Pathway versus Modular-Level

As noted already, the delivery of PDP is undertaken through its inclusion as an assessed part of nominated compulsory modules. The tactic of using WebCT courses at programme or pathway level

was intended to provide WebCT access in the several cases where the module itself did not have a WebCT component, and also to keep the number of new courses to a manageable size. However, the access problems documented above (section 2) have raised concerns about the viability of this approach, which could be vulnerable to similar issues for at least another academic year (as students on continuing pre-15-30 pathways complete their studies). This prompts a re-examination of the possibility of presenting PDP material at modular level.

The 'out of Faculty' registration issue mentioned in section 2 prompted the inclusion of PDP materials within a Level 1 module used to deliver PDP. In practical terms, it was simple to add the PDP documents to the WebCT course. It provides an opportunity to compare the two means of delivery:

	Programme: Social Sciences	Module: Social Sciences and Society
Number of registered students*	165	162
Number of active users	42 (25%)	84 (52%)
Number of one-off users	14 (9%)	13 (8%)
Number of non-users	109 (66%)	65 (40%)
Median number of hits per student	0	14
Maximum number of hits per student	191	355
Total hits for induction and Level 1 PDP documents	189	294
Total access time for induction and Level 1 PDP documents	04:11:56	19:46:29

*Ostensibly all three years for the programme-level course, but only Level 1 students at the module level. Comparison of student numbers points to an alarming incidence of access problems.

Only induction and Level 1 materials were accessed in the programme-level courses, so the comparison between the two is valid except insofar as it is impossible to know without analysis of the student list how many Level 1 students were unable to access the programme-level course. The data indicate that the module-based delivery was more effective in all respects:

- The number of active users was higher
- Median and maximum hits per student were higher
- Total hits and access time for PDP documents were higher

6. Looking to the Future

Monitoring the WebCT courses, discussing various issues with staff involved in PDP delivery, and just generally thinking about things, have brought together various points:

- WebCT delivery has been moderately effective as a means of monitoring student access to materials, but this is compromised by the low degree of access in many Departments
- Registration issues that have affected student access to WebCT at a programme or pathway level are likely to remain a serious problem for at least another year
- Where a PDP-delivering module has a WebCT course, this may be a more effective means of delivering materials
- There is a definite need for an alternative, VLE-independent delivery
- Both staff and students would favour more interactive materials rather than simply downloading Word documents
- Ongoing development of PDP materials and supporting resources is not compatible with multiple copies of the resource – it needs to be drawn together in a central location that is accessible both as a free-standing object and from within a VLE

On the basis of these observations, I suggest that the online delivery of PDP materials is revised. As an outline, I would like to see the following actions completed in time for AY 2007-08:

- Place the current suite of materials onto the Faculty website, within a similar structure to that used currently on the J: and O: drive delivery

- Build a web link to the PDP materials into the revised Faculty template course, and add this link to existing module courses
- Delete programme and pathway-based courses where these are not used for anything other than PDP delivery
- Review the supporting materials so that students have more online support for PDP
- Examine the possibility of making some or all of the materials interactive over the next one to two years
- Investigate the potential for an online portfolio of some type, perhaps starting with a basic version using some form of free social software

Several of these proposals, especially those relating to software development, will need to involve people from outside the Faculty.

The situation with regional partners needs review, at least to confirm that the delivery of PDP has taken place via some conduit other than WebCT. If the form of delivery envisaged for the future is realised, then this must be equally accessible to core and regional students.

7. Data tables

The following data tables present individual data for all of the WebCT courses used this year. Because of space constraints, important notes have been located on the last page.

WebCT course name	ALSS PROGRAMMES
Number of shared designers	None
Number of students ¹	71
Number of active users ²	4 (6%)
Number of one-off users ²	5 (7%)
Number of non-users	62 (87%)
Median number of hits ³	0
Maximum number of hits ³	25
Remarks	For 'bucket' code students at Levels 2 and 3

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	3	00:53	00:17
Career planning record	2	01:19	00:39
Creating a Personal Development Plan			
CV development	2	05:30	02:45
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan	2	01:21	00:40
Extra-curricular development record	4	06:34	01:38
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2	2	02:13	01:06
Graduate skills audit Year 3	1	03:53	03:53
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2	3	03:25	01:08
Personal course planner Year 3	7	31:39	04:31
Study skills audit			
Work experience record	4	01:29	00:22

WebCT course name	FINE ART COWA
Number of shared designers	None
Number of students ¹	43
Number of active users ²	
Number of one-off users ²	
Number of non-users	43 (100%)
Median number of hits ³	
Maximum number of hits ³	
Remarks	

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			

Study skills audit			
Work experience record			
WebCT course name	HUMANITIES COWA		
Number of shared designers	None		
Number of students ¹	48		
Number of active users ²			
Number of one-off users ²			
Number of non-users	48 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	CHRISTIAN THEOLOGY		
Number of shared designers	None		
Number of students ¹	190		
Number of active users ²			
Number of one-off users ²			
Number of non-users	190 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			

Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	FdA PARA-LEGAL STUDIES		
Number of shared designers			
Number of students ¹	None		
Number of active users ²			
Number of one-off users ²			
Number of non-users			
Median number of hits ³			
Maximum number of hits ³			
Remarks	PRC. No students registered		

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	LAW JOINT HONOURS		
Number of shared designers	3		
Number of students ¹	23		
Number of active users ²	1 (4%)		
Number of one-off users ²	3 (13%)		
Number of non-users	19 (83%)		
Median number of hits ³	0		
Maximum number of hits ³	8		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2	1	02:11	02:11
Graduate skills audit Year 3			
Introduction to PDP			

Personal course planner/progress check Year 1			
Personal course planner Year 2	1	01:46	01:46
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	LLB INTERNATIONAL BUSINESS LAW		
Number of shared designers	3		
Number of students ¹	1		
Number of active users ²			
Number of one-off users ²			
Number of non-users	1 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	LLB LAW		
Number of shared designers	5		
Number of students ¹	311		
Number of active users ²	41 (13%)		
Number of one-off users ²	75 (24%)		
Number of non-users	197 (63%)		
Median number of hits ³	0		
Maximum number of hits ³	155		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	42	54:34	01:18
Career planning record			
Creating a Personal Development Plan	61	01:37:04	01:35
CV development	1	01:02	01:02
Exercise 1 Personal achievement	36	01:18:03	02:10
Exercise 2 Defining personal strengths	17	17:17	01:01
Exercise 3 Identifying areas needing devel.	16	07:46	00:29
Exercise 4 Bridging the gap	19	18:32	00:58
Exercise 5 Preparing a plan	26	30:16	01:09
Exit action plan	2	01:23	00:41
Extra-curricular development record	1	01:47	01:47
Feedback record	39	27:50	00:42
Graduate skills audit Year 1	38	54:43	01:26
Graduate skills audit Year 2			

Graduate skills audit Year 3	3	03:04	01:01
Introduction to PDP	42	01:10:16	01:40
Personal course planner/progress check Year 1	42	01:02:39	01:29
Personal course planner Year 2	2	00:58	00:29
Personal course planner Year 3	4	02:49	00:42
Study skills audit	50	02:09:09	02:34
Work experience record			
WebCT course name	LLB PROFESSIONAL LEGAL STUDIES		
Number of shared designers	3		
Number of students ¹	1		
Number of active users ²			
Number of one-off users ²	1 (100%)		
Number of non-users			
Median number of hits ³	2		
Maximum number of hits ³	2		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	FdA PUBLIC SERVICE		
Number of shared designers	3		
Number of students ¹	50		
Number of active users ²	5 (10%)		
Number of one-off users ²	5 (10%)		
Number of non-users	40 (80%)		
Median number of hits ³	0		
Maximum number of hits ³	53		
Remarks	Level 1 students may access elsewhere		

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement	1	02:23	02:23
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record	1	06:20	06:20
Feedback record			

Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	2	01:32	00:46
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	1	00:12	00:12
Work experience record			
WebCT course name	PROGRAMME: ART & DESIGN		
Number of shared designers	3		
Number of students ¹	493		
Number of active users ²	29 (6%)		
Number of one-off users ²	25 (5%)		
Number of non-users	441 (89%)		
Median number of hits ³	0		
Maximum number of hits ³	118		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	10	08:34	00:51
Career planning record	1	00:12	00:12
Creating a Personal Development Plan	16	32:19	02:01
CV development	3	01:05	00:21
Exercise 1 Personal achievement	34	18:37	00:32
Exercise 2 Defining personal strengths	14	16:07	01:09
Exercise 3 Identifying areas needing devel.	13	07:06	00:32
Exercise 4 Bridging the gap	12	12:34	01:02
Exercise 5 Preparing a plan	14	07:45	00:33
Exit action plan	2	00:30	00:15
Extra-curricular development record	2	04:03	02:01
Feedback record	8	02:39	00:19
Graduate skills audit Year 1	6	17:42	02:57
Graduate skills audit Year 2	6	24:46	04:07
Graduate skills audit Year 3	4	02:28	00:37
Introduction to PDP	26	26:49	01:01
Personal course planner/progress check Year 1	12	08:09	00:40
Personal course planner Year 2	29	52:54	01:49
Personal course planner Year 3	12	11:37	00:58
Study skills audit	16	21:08	01:19
Work experience record	2	00:36	00:18
WebCT course name	PROGRAMME: COMMS, FILM & MEDIA PRC		
Number of shared designers	None		
Number of students ¹	22		
Number of active users ²			
Number of one-off users ²			
Number of non-users	22 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			

Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	PROGRAMME: COMMS, FILM & MEDIA		
Number of shared designers	1		
Number of students ¹	143		
Number of active users ²	12 (8%)		
Number of one-off users ²	20 (14%)		
Number of non-users	111 (78%)		
Median number of hits ³	0		
Maximum number of hits ³	26		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	1	00:55	00:55
Career planning record	2	01:08	00:34
Creating a Personal Development Plan			
CV development	1	00:30	00:30
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3	1	00:36	00:36
Introduction to PDP	2	01:26	00:43
Personal course planner/progress check Year 1			
Personal course planner Year 2	1	00:00	00:00
Personal course planner Year 3	1	05:52	05:52
Study skills audit	1	01:15	01:15
Work experience record	1	00:06	00:06
WebCT course name	PROGRAMME: DRAMA		
Number of shared designers	7		
Number of students ¹	126		
Number of active users ²	61 (48%)		
Number of one-off users ²	21 (17%)		
Number of non-users	44 (35%)		
Median number of hits ³	11		
Maximum number of hits ³	111		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	113	01:29:45	00:48
Career planning record	73	01:04:08	00:52
Creating a Personal Development Plan	34	01:25:21	02:30
CV development	10	06:38	00:39
Exercise 1 Personal achievement	24	11:55	00:29
Exercise 2 Defining personal strengths	13	05:23	00:24
Exercise 3 Identifying areas needing devel.	8	07:53	00:59
Exercise 4 Bridging the gap	6	02:13	00:22

Exercise 5 Preparing a plan	5	04:04	00:48
Exit action plan	8	01:07	00:08
Extra-curricular development record	82	02:32:38	01:51
Feedback record	41	44:42	01:05
Graduate skills audit Year 1	33	42:41	01:17
Graduate skills audit Year 2	119	02:43:51	01:22
Graduate skills audit Year 3	20	30:18	01:30
Introduction to PDP	24	20:52	00:52
Personal course planner/progress check Year 1	93	02:10:37	01:24
Personal course planner Year 2	110	03:04:43	01:40
Personal course planner Year 3	25	10:24	00:24
Study skills audit	76	02:13:57	01:45
Work experience record	81	01:23:03	01:01
WebCT course name	PROGRAMME: EFL		
Number of shared designers	3		
Number of students ¹	34		
Number of active users ²	16 (47%)		
Number of one-off users ²	4 (12%)		
Number of non-users	14 (41%)		
Median number of hits ³	2		
Maximum number of hits ³	84		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	3	01:20	00:26
Career planning record			
Creating a Personal Development Plan	3	03:46	01:15
CV development			
Exercise 1 Personal achievement	1	03:44	03:44
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap	2	00:46	00:23
Exercise 5 Preparing a plan	1	12:24	12:24
Exit action plan			
Extra-curricular development record			
Feedback record	4	01:49	00:27
Graduate skills audit Year 1	2	00:57	00:28
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	3	00:49	00:16
Personal course planner/progress check Year 1	5	01:00	00:12
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	10	46:56	04:41
Work experience record			
WebCT course name	PROGRAMME: ENGLISH & WRITING		
Number of shared designers	2		
Number of students ¹	155		
Number of active users ²	28 (18%)		
Number of one-off users ²	26 (17%)		
Number of non-users	101 (65%)		
Median number of hits ³	0		
Maximum number of hits ³	44		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	6	13:56	02:19
Career planning record			
Creating a Personal Development Plan	11	07:49	00:42
CV development	1	00:58	00:58
Exercise 1 Personal achievement	4	01:13	00:18
Exercise 2 Defining personal strengths	1	00:17	00:17

Exercise 3 Identifying areas needing devel.	1	00:30	00:30
Exercise 4 Bridging the gap	1	00:09	00:09
Exercise 5 Preparing a plan	2	01:20	00:40
Exit action plan	1	00:00	00:00
Extra-curricular development record	1	00:08	00:08
Feedback record	3	02:44	00:54
Graduate skills audit Year 1	3	01:04	00:21
Graduate skills audit Year 2	1	00:11	00:11
Graduate skills audit Year 3	1	01:28	01:28
Introduction to PDP	6	03:59	00:39
Personal course planner/progress check Year 1	5	05:03	01:00
Personal course planner Year 2	2	03:30	01:45
Personal course planner Year 3	4	05:11	01:17
Study skills audit	6	26:40	04:26
Work experience record			
WebCT course name	PROGRAMME: HUMANITIES PRC		
Number of shared designers	None		
Number of students ¹	49		
Number of active users ²	2 (4%)		
Number of one-off users ²	2 (4%)		
Number of non-users	45 (92%)		
Median number of hits ³	0		
Maximum number of hits ³	18		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan	2	03:25	01:42
CV development			
Exercise 1 Personal achievement	1	01:06	01:06
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1	1	00:35	00:35
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	2	01:56	00:58
Personal course planner/progress check Year 1	8	02:59	00:22
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	2	01:57	00:58
Work experience record			
WebCT course name	PROGRAMME: HUMANITIES		
Number of shared designers	1		
Number of students ¹	138		
Number of active users ²	6 (5%)		
Number of one-off users ²	10 (7%)		
Number of non-users	122 (88%)		
Median number of hits ³	0		
Maximum number of hits ³	48		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	1	00:40	00:40
Career planning record			
Creating a Personal Development Plan	6	15:11	02:31
CV development			

Exercise 1 Personal achievement	5	09:15	01:51
Exercise 2 Defining personal strengths	2	12:19	06:09
Exercise 3 Identifying areas needing devel.	1	00:00	00:00
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan	2	00:56	00:28
Exit action plan			
Extra-curricular development record			
Feedback record	4	01:46	00:26
Graduate skills audit Year 1	1	00:50	00:50
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	3	02:28	00:49
Personal course planner/progress check Year 1	4	01:25	00:21
Personal course planner Year 2	3	08:58	02:59
Personal course planner Year 3			
Study skills audit	4	07:58	01:59
Work experience record			
WebCT course name	PROGRAMME: LANGUAGES & INTERCULT.		
Number of shared designers	1		
Number of students ¹	72		
Number of active users ²	24 (33%)		
Number of one-off users ²	10 (14%)		
Number of non-users	38 (53%)		
Median number of hits ³	0		
Maximum number of hits ³	59		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	4	04:25	01:06
Career planning record	2	01:44	00:52
Creating a Personal Development Plan	4	01:36	00:24
CV development			
Exercise 1 Personal achievement	5	24:57	04:59
Exercise 2 Defining personal strengths	3	02:01	00:40
Exercise 3 Identifying areas needing devel.	1	00:08	00:08
Exercise 4 Bridging the gap	2	00:29	00:14
Exercise 5 Preparing a plan	1	00:13	00:13
Exit action plan			
Extra-curricular development record	1	08:29	08:29
Feedback record	3	00:32	00:10
Graduate skills audit Year 1	3	02:45	00:55
Graduate skills audit Year 2			
Graduate skills audit Year 3	1	00:30	00:30
Introduction to PDP	9	09:36	01:04
Personal course planner/progress check Year 1	4	05:26	01:21
Personal course planner Year 2	3	08:24	02:48
Personal course planner Year 3	1	02:45	02:45
Study skills audit	6	06:38	01:06
Work experience record	1	02:07	02:07
WebCT course name	PROGRAMME: MUSIC		
Number of shared designers	10		
Number of students ¹	172		
Number of active users ²	112 (65%)		
Number of one-off users ²	11 (6%)		
Number of non-users	49 (29%)		
Median number of hits ³	19		
Maximum number of hits ³	128		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	183	02:06:51	00:41
Career planning record	122	40:32	00:19

Creating a Personal Development Plan	48	03:16:39	04:05
CV development	38	30:15	00:47
Exercise 1 Personal achievement	52	38:06	00:43
Exercise 2 Defining personal strengths	25	01:03:31	02:32
Exercise 3 Identifying areas needing devel.	18	08:02	00:26
Exercise 4 Bridging the gap	14	08:14	00:35
Exercise 5 Preparing a plan	14	23:24	01:40
Exit action plan	33	01:13:55	02:14
Extra-curricular development record	99	01:45:52	01:04
Feedback record	63	01:51:16	01:45
Graduate skills audit Year 1	51	01:46:08	02:04
Graduate skills audit Year 2	105	02:02:19	01:09
Graduate skills audit Year 3	59	01:30:09	01:31
Introduction to PDP	49	02:08:34	02:37
Personal course planner/progress check Year 1	121	05:21:03	02:39
Personal course planner Year 2	140	02:39:52	01:08
Personal course planner Year 3	67	58:25	00:52
Study skills audit	143	03:34:57	01:30
Work experience record	115	01:05:26	00:34
WebCT course name	PROGRAMME: PERFORMING ARTS PRC		
Number of shared designers	None		
Number of students ¹	17		
Number of active users ²			
Number of one-off users ²			
Number of non-users	17 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	PROGRAMME: SOCIAL SCIENCES COWA		
Number of shared designers	None		
Number of students ¹	64		
Number of active users ²			
Number of one-off users ²			
Number of non-users	64 (100%)		
Median number of hits ³			
Maximum number of hits ³			
Remarks			

Document	Hits ⁴	Time	Time/hit
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Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1			
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1			
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit			
Work experience record			
WebCT course name	PROGRAMME: SOCIAL SCIENCES PRC		
Number of shared designers	None		
Number of students ¹	10		
Number of active users ²	2 (20%)		
Number of one-off users ²			
Number of non-users	8 (80%)		
Median number of hits ³	0		
Maximum number of hits ³	19		
Remarks			

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list			
Career planning record			
Creating a Personal Development Plan			
CV development			
Exercise 1 Personal achievement			
Exercise 2 Defining personal strengths			
Exercise 3 Identifying areas needing devel.			
Exercise 4 Bridging the gap			
Exercise 5 Preparing a plan			
Exit action plan			
Extra-curricular development record			
Feedback record			
Graduate skills audit Year 1	1	00:21	00:21
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP			
Personal course planner/progress check Year 1	2	00:28	00:14
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	3	02:07	00:42
Work experience record			
WebCT course name	PROGRAMME: SOCIAL SCIENCES		
Number of shared designers	1		
Number of students ¹	165		
Number of active users ²	42 (25%)		
Number of one-off users ²	14 (9%)		
Number of non-users	109 (66%)		
Median number of hits ³	0		
Maximum number of hits ³	191		
Remarks	Some Level 1 students access PDP elsewhere		

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	8	09:30	01:11
Career planning record			
Creating a Personal Development Plan	14	20:12	01:26
CV development			
Exercise 1 Personal achievement	29	30:48	01:03
Exercise 2 Defining personal strengths	20	32:56	01:38
Exercise 3 Identifying areas needing devel.	14	08:39	00:37
Exercise 4 Bridging the gap	14	13:30	00:57
Exercise 5 Preparing a plan	16	19:58	01:14
Exit action plan			
Extra-curricular development record			
Feedback record	6	31:33	05:15
Graduate skills audit Year 1	7	06:41	00:57
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	34	50:19	01:28
Personal course planner/progress check Year 1	12	09:38	00:48
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	15	18:12	01:12
Work experience record			
WebCT course name	SOCIAL SCIENCES AND SOCIETY		
Number of shared designers	No information		
Number of students ¹	162		
Number of active users ²	84 (52%)		
Number of one-off users ²	13 (8%)		
Number of non-users	65 (40%)		
Median number of hits ³	14		
Maximum number of hits ³	355		
Remarks	PDP made available via this module		

Document	Hits ⁴	Time	Time/hit
Anglia Ruskin graduate skills list	13	20:35	01:35
Career planning record			
Creating a Personal Development Plan	22	03:07:16	08:30
CV development			
Exercise 1 Personal achievement	40	04:18:29	06:27
Exercise 2 Defining personal strengths	23	01:13:15	03:11
Exercise 3 Identifying areas needing devel.	21	19:41	00:56
Exercise 4 Bridging the gap	19	10:44	00:33
Exercise 5 Preparing a plan	19	01:05:00	03:25
Exit action plan			
Extra-curricular development record			
Feedback record	14	01:24:24	06:01
Graduate skills audit Year 1	16	08:21	00:31
Graduate skills audit Year 2			
Graduate skills audit Year 3			
Introduction to PDP	59	03:40:02	03:43
Personal course planner/progress check Year 1	22	01:19:01	03:35
Personal course planner Year 2			
Personal course planner Year 3			
Study skills audit	26	03:43:36	08:36
Work experience record			

Note 1: Excludes guest login, even where used

Note 2: 'One-off users' have all access within a single 30-minute window (and usually within the space of a few minutes), whilst active users access over a wider time span (typically over the space of weeks or months). In the context of this audit, a single visit may be adequate to access all necessary PDP materials, which were all available from the point when the programme courses went live for students

Note 3: A user registers a hit when they open a WebCT page or tool, or open a content file. The number of hits is not simply an indication of the number of files opened

Note 4: Hits for documents are specific to individual files, and do not reflect the caveat in Note 3

APPENDIX 4

A Summary of the PDP Assignment Component of LIC Level 1 Module

Assignment: Response to Reflective Questions. Integrated and not allocated specific marks.

(33 students) Questionnaires received from 24 students

1. What did you most enjoy about Level 1 studies?

- Working with people of different cultures (x 10)
- Classroom interaction and discussion (x 11)
- Variety of modules (x 2)
- Mental stimulation/lectures/seminars (x 3)
- New ideas and concepts (x 4)
- Choice in assessment and topics
- Being encouraged to do my own research
- Learning new skills

2. What did you find most difficult?

- Time: study + work (x 8)
- Organising time (x 7)
- Expressing my opinion in English (x 6)
- Arranging group work (x 3)
- Working in a group (x 2)
- Assessment/essays (x 3)
- Getting used to the environment

3. What were the most helpful resources you used in your studies?

- Internet and Library (x 30)
- Module guides
- Language Centre
- Teachers and fellow students

4. How difficult did you find it to make a presentation in class?

- Nervousness (x 15)
- Balance of work within group (x 3)
- Time for group meetings
- Speaking in English (x 4)
- My small voice
- Selection/organisation/structure (x 3)
- Speaking without notes

5. What would you do differently in a future presentation?

- Practice/plan more (x 10)
- Don't worry/stay calm (x 10)
- Eye contact/audience interaction (x 4)
- Simpler slides/OHTs (x 2)
- Clearer pronunciation (x 2)
- Speak more slowly
- Pick a topic I enjoy (x 2)
- Improve/use power point (x 2)
- Make simpler notes/use bullet points (x 3)
- Improve structure (x 2)

6. What do you consider to be your strengths and weaknesses in assessments?

Strengths:

- Hard work/perfectionism (x 4)
- Essays (x 6)
- Good ideas (x 4)
- Time management (x 2)
- Discussion (x 3)
- Research/preparation (x 4)
- Focus (x 2)
- Presentations

Weaknesses:

- Time on essays (x 4)
- Essay writing (x 6)
- Exams (x 6)
- Language (x 4)
- Time management (x 4)
- Lack of confidence (x 2)
- Presentations
- Too perfectionist
- Not being selective
- Slow typing
- Structure

7. How would you prepare differently to achieve better assessment results?

- Start earlier/time management (x 14)
- Plan more carefully (x 8)
- Research more (x 8)
- Read instructions carefully
- Discuss with others
- Reference better
- Improve writing style
- Reduce hours at work (x 2)
- Attend skills workshops
- Read through more carefully
- Select better
- Revise more for exams
- Practice presentations in advance
- Speak to the teacher if unsure

8. In what ways do you think University study has developed you as a person?

- Confidence in my opinions and expressing myself (x 12)
- Understanding of the world and different cultures (x 7)
- Independent study skills and research techniques (x 7)
- Group work and cooperation (x 4)
- Being more open-minded (x 3)
- Communication skills (x 2)
- Using my brain
- Academic English
- Being more organised (x 2)
- A new perspective on my life

A summary of the PDP assignment component of LIC Level 2 module

Module: European Cinema and Identity

Assignment: A 250-word reflection on the skills gained in this module related to future learning or careers.

Some of the skills that students felt that they had gained were:

- An awareness of the situational context of films – including social issues, history, intercultural aspects.
- A critical perspective – analysis, research, evaluation, terminology of the discipline.
- An increased awareness of varied methodologies and teaching styles, an awareness of how to use film in language teaching – visual aspect, subtitles (this module is multi-staffed and some of the students were on the ELT pathway).
- Seminars improved communication skills and provided a forum for voicing your opinion and understanding the opinions of others.
- Developing an open-minded approach, looking at oneself in a different way and developing empathy, developing our own identity through looking at others.
- An awareness of the intercultural nature of the connotation of symbols – relevant to a possible career in advertising.
- An intercultural awareness invaluable for the year abroad, and for developing an open-mindedness to new ideas, times and cultures, and a respect for identity and cultures through challenging and seeing beyond stereotypes.
- A development of varied writing skills through the essay and the film review.

Unfortunately, there were no questionnaire responses for this Level, so it is impossible to gauge student response.

APPENDIX 5

Appendix 1 – Implementation of Progress Files

(Updated 31 July 2007 from Guidelines originally issued on 18 July 2005)

These Guidelines argue that the Faculty cannot rely exclusively on a purely voluntary system, or on a personal (or group) tutorial system to deliver PDP, that the Faculty can only control PDP (in both core and collaborative provision) by building it into one specified module per Level, and that at Levels 1 and 2, PDP-related activity should figure in the assessment of those modules in order to encourage students to complete it.

1. Colleagues allocated the task of writing modules containing an element of PDP to begin by accessing the QAA website at

<http://www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp>

This website provides important insights into the process of Personal Development Planning and its associated product, the Progress File. Key statements are:

QAA Policy Statement on a progress file for Higher Education

QAA Guidelines for HE Progress Files

Key elements from these documents are given in section 6 (below).

The Policy Statement 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’. This is both helpful and vague.

2. Our 15-30 credit migration must therefore engineer this ‘structured and supported process’ into the curriculum. The question is how this can best be done.

3. Our University conducted a series of Progress File Pilots in 2004-5. These included pilots in Languages (70 students involved, of whom only 14 completed the evaluation questionnaire) and Music (20 students involved, all of whom completed the evaluation questionnaire). Although some lessons were learned from these pilots, the overall sample is small (216 students across the University completed the evaluation questionnaire) and fragmented, and we cannot assume that the findings can be generalised to large numbers of students¹. The contents of the ‘*Note of Guidance – Principles of Integration and Use of Progress Files within Undergraduate Awards*’ (Appendix 5 of the Interim Evaluation document) should be read, but largely reflect information located at the QAA website and are therefore covered below.

4. There are conflicting accounts of what other universities are doing in respect of Progress Files. Some are using them to focus the work of the personal tutor and other student support services, others are building them into subject-specific modules, and yet others are using dedicated skills modules. There are varying accounts of ways in which Progress Files are supported and assessed.

5. In brief, neither internal nor external sources can provide the Faculty with a simple set of guidelines for the implementing of Progress Files from either internal or external sources.

¹ Interim Evaluation: Anglia Ruskin Progress File Reports 2004-5, Pam Calabro, May 2005

So what does the QAA actually expect of us? The following *extracts* give an indication:

6. QAA Guidelines for HE Progress Files

6.1. Minimum Expectations

The Guidelines specify the following minimum expectations for institutional PDP policies:

- at the start of a programme, students will be introduced to the opportunities for PDP;
- students will be provided with opportunities for PDP at each stage of their programme;
- the rationale for PDP at different stages of a programme will be explained for the benefit of students (e.g. in student or course handbooks or module/unit guides)

6.2. Minimum Outcomes

On completion of their programme students will have:

- participated in PDP in a range of learning contexts at each stage or Level of their programme

6.3. Information on PDP

- the opportunities for PDP in student programmes will be made clear in the programme specification and through any other means the institution considers appropriate;
- students who are applying to study in HE will be informed about the institution's policies on PDP;
- at the start of their programme, students will be provided with information on PDP in their programme, including a rationale for the approaches used

6.4. Quality Assurance

Institutions will be expected to have mechanisms to assure themselves that PDP is being implemented effectively. (Guidelines for HE Progress Files p.12)

QAA should, through its development and review activities, support the introduction of policy and, when practice is established, be responsible for providing public assurance that institutional policies are being implemented effectively.

7. QAA: Characteristics of Effective PDP Practice

PDP is likely to be most effective when it is

- a mainstream academic activity
- linked to the learning objectives/outcomes of programmes
- undertaken regularly
- supported and valued by staff
- supported by institutional structures, resources and expertise
- owned by the learner
- seen to be valued by society (e.g. employers and Professional Bodies)

8. Implications for the Faculty

8.1. The Faculty needs to be certain that its PDP policy can meet the above expectations across the range of courses offered in its name – core and collaborative (but not international)

8.2. National and Anglia Ruskin student surveys show significant levels of dissatisfaction with personal tutoring, and we acknowledged this in our SED for institutional audit. If PDP was devolved to personal tutoring, could we guarantee that the latter could deliver the goods?

8.3. The Anglia Ruskin Interim Evaluation of Progress File Pilots provides no certainties

8.4. Building PDP into one module per Level (at Levels 1 and 2 and, optionally, at Level 3) offers a better prospect of visibility and control; it also moves the direction of our programmes as a whole towards professional activity

8.5. Making PDP count towards assessment holds the greatest promise in respect of persuading students to do it

9. Action Required

9.1. Pathways need to identify a compulsory module at each Level in which Personal Development Planning and Progress File activity can be accommodated

9.1.1. At Level 1, each Pathway will identify one academic module that will make a contribution to the theme of **Transition to HE**.

9.1.2. At Level 2, each Pathway will identify one academic module that will make a contribution to the theme of **Employability**.

9.1.3. At Level 3, each Pathway will identify its preferred method of contributing to the theme of **Transition to Work**. The Faculty will be less prescriptive at this Level than at earlier Levels, and Pathways may consider one or more of the following *indicative* options:

9.1.3.1. a Level 3 module containing elements of reflection on personal development within an appropriately rigorous academic context

9.1.3.2. a set of guidance notes to Level 3 students reminding them about the value of PDP and the Progress File itself, and directing them towards key Student Services and personal tutors

9.1.3.3. a series of prescribed meetings between students and their personal or dissertation tutors at which PDP is discussed and implemented

9.2. The contribution of the relevant modules to PDP will be acknowledged in the PSF

9.3. Each of the modules identified as accommodating a PDP element will acknowledge in one of its Learning Outcomes the role played by the module in facilitating student engagement with personal development planning and reflect this in its curriculum, learning and teaching strategy and assessment

In addition the PDP-related work within these modules will count towards the assessment of the module, either as an element in its own right or as part of a larger assessment task

This assessed work may take a number of forms, including Alternatives 1-3 below. Pathways may suggest other types of assessment provided they relate directly to the PDP and the completion of the Progress File

- Alternative 1. This involves no more than the completion of the Anglia Ruskin Progress File forms. It is the least-cost path in many ways, but potentially boring and perhaps rather distanced from students' academic disciplines. It would, though, result in the guaranteed completion of the Progress File artefact.
- Alternative 2. This covers the same ground as Alternative 1 but in a less formalistic way that seeks to relate questions to students' academic disciplines. This is further removed than Alternative 1 from the Actual Anglia Ruskin Progress File forms, but could be cut-and-pasted into the relevant parts of it.
- Alternative 3. This is the least directive proposal and therefore the one that is most removed from actually completing the Anglia Ruskin Progress File forms. On the other hand, it is very closely related to students' disciplines, could be adapted creatively into meaningful assignment work within the subject discipline, and would require students to produce material that could be cut-and-pasted into Progress File forms.

9.4. Two-Subject Degrees

There is a specific issue regarding two-subject degree programmes where PDP is built into the core of each of the partner subjects. Students taking a two-subject award will therefore be exposed to PDP-related materials in each subject. To minimise the risk of direct overlap, PDP-related materials should be contextualised within the subject. With a little thought, it will be possible to define some interesting activities, and Learning and Teaching Advisors can provide support in this respect.

ANNEXE – Types of INDICATIVE assessment that would contribute to Personal Development Planning

Yr	Module	Assess Theme/s	Word length	Weighting of total assessment	Alternative 1 Using the Anglia Ruskin Progress File	Alternative 2 Less mechanical/directive	Alternative 3 Least mechanical/directive
1	Transition to HE Module (Each Pathway identifies ONE academic module in Yr 1 that will incorporate the theme of Transition to HE)	3, 4, (8)	Portfolio 600 equiv	10% (if located in a 30-credit module)	PDP Portfolio Tasks Level 1 1. Complete the Study Skills Checklist on pp. 13-14 of your Progress File 2. Summarise your study strengths and/or needs, and reflect on how the modules you are doing address them (200 words) 3. Complete your Level 1 Personal Course Planner and Progress Checker (200 words) 4. Complete your Level 1 Graduate Skills Progress Checker (200 words)	Studying in Higher Education Write 200 words on each of the following themes, relating them to the subject/s you are studying: 1. Which three of the ten Study Skills listed on pp. 13-14 do you feel most confident about, and which three study skills will you need to work on? 2. Which three of the nine Graduate Skills listed (in bold) on pp. 27-32 do you feel most confident with? Give examples of how you have used them. 3. Think about the modules – compulsory and designated – you are taking this year. Have they made for a coherent and enjoyable programme? What comes next?	Studying in Higher Education Work in groups of 4 students. Reflect collectively on your experience of studying. Produce a 10-minute presentation on your experience of studying in Higher Education. You should reflect on: <ul style="list-style-type: none"> ● The main differences between studying at college and at University ● New study skills you are having to learn ● Why employers are interested in graduate skills

Yr	Module	Assess Theme/s	Word length	Weighting of total assessment	Alternative 1 Using the Anglia Ruskin Progress File	Alternative 2 Less mechanical/directive	Alternative 3 Least mechanical/directive
2	Employability Module (Each Pathway identifies ONE academic module in Yr 2 that will incorporate the theme of Employability)	3-8	Portfolio 1000 equiv	15% (if located in a 30-credit module)	PDP Portfolio Tasks Level 2 1. Review the study strengths and/or needs you identified last year. Have they changed? (200 words) 2. Complete your Level 2 Personal Course Planner and Progress Checker (200 words) 3. Complete your Level 2 Graduate Skills Progress Checker (200 words) 4. Commence your Career Planning Diary, and your Work Experience/Employment diary (300 words) 5. Commence/continue your Record of Extra-Curricular Development (100 words) 6. Complete a CV (optional)	Developing Employability Skills Write 1000 words on the following themes, relating them to subject/s you are studying: 1. Look back on what you wrote about Study Skills and Graduate Skills last year. Have you been able to develop them in the intervening period? Which of your achievements are you most proud of? (300 words) 2. Have your Level 2 modules developed the skills and knowledge you acquired from your Level 1 modules? What designated modules have you chosen, and why? (300 words) 3. Give details of your work experience/employment to date, and of your extra-curricular activities. What qualities have you developed that a future employer might be interested in? (400 words)	Developing Employability Skills Write a 1000-word letter to a potential employer explaining how your course is helping you to develop employability skills. Your report should reflect on: <ul style="list-style-type: none"> ● How the course has developed your subject-specific skills and knowledge ● How it has developed your Graduate Skills, identifying any particular strengths you have ● The additional skills you have been able to develop through work experience/employment and extra-curricular activity

References

Jackson, N., Gough, D., Dunne, E., Shaw, M. (2004) 'Developing an infrastructure to support an evidence informed approach to Personal Development Planning', Paper presented at the Higher Education Academy conference on Evidence Based Practice: what does it mean? Manchester, July 2004.[online]. Available at [http://www.heacademy.ac.uk/embedded_object.asp?id+218342filename=PDP002] Accessed on:[12/12/05].