

REPUBLIC OF RWANDA



**HIGHER EDUCATION COUNCIL
P.O.BOX 6311 KIGALI**

PERSONAL DEVELOPMENT PLANNING

Revised April 2007

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PERSONAL DEVELOPMENT PLANNING

Background

Personal Progress Files form part of the policy to transform higher education in Rwanda and ensure that the quality and standards are benchmarked to international ones. They will support the Government in the realization of Vision 2020 by ensuring that the resources invested in higher education produce graduates able to provide added value to employers in terms of having the necessary employability skills and competencies as well as academic subject knowledge and skills. The Progress File will enable students to demonstrate what they have achieved through their study in terms of both formal academic qualifications and academic and employability competencies and skills.

Definition

The Progress File consists of three main elements

- Transcript – the institutional record of a student’s learning achievement (see Appendix 1)
- Personal Development Planning (PDP) – a structured and supported process that is undertaken by students to reflect on their own learning, performance and achievement and to aid planning for their own educational, academic and career development (see Appendix 2)
- Personal Development Record (PDR) – the student’s records of goals, learning and achievements, progress reviews, reflections and plans that is assessed prior to graduation and from which material can be selected by the student when applying for employment or further study (see Appendix 3)

Policy

The institution will provide students with formative and summative transcripts recording their formal learning achievements.

The institution will provide students with support for Personal Development Planning and formally assess their Personal Development Records

Transcripts

The transcript provides a comprehensive verifiable record of the learning and achievement of the student. The Institution will issue student with a formative transcript on completion of each level of study and a summative transcript on graduation. The formative transcript will be used by students as part of PDP to reflect on their learning achievement and set themselves goals

Personal Development Planning

All students on undergraduate and taught masters programmes should undertake Personal Development Planning (students on postgraduate research programmes maintain a mandatory learning log) and the PDR should be submitted for assessment four weeks before the first day of the final examinations or, for master's students, four weeks prior to the hand-in date for the dissertation. Students will be permitted to take the final examinations only if the PDR is assessed as reaching a pass standard.

All programme specifications must include a section on how PDP will be provided throughout the programme, and the planning elements of PDP must be linked to the learning outcomes. A curriculum map will have to be provided which shows where in the programme students will be supported in gaining the skills and where they will be assessed. Programme development teams will also have to provide a Student Employability Profile – a skills and attribute map showing where students gain employability skills through subject and other study

The Institution should, as a minimum, provide **all** undergraduate and postgraduate taught students with:

- A Personal Development Log to guide them in planning, recording and reflecting upon their academic, career and personal development and in compiling their Personal Development Record. It will explain the purpose and content of PDP and the opportunities students will have to undertake it throughout their studies. It will also specify what evidence the student must accumulate in their PDR in order to pass PDP.

- A curriculum map showing where students will have the opportunity to learn personal and transferable skills and an Employability Profile – a skills and attribute map showing where students gain employability skills through subject study on the programme they are studying
- An introduction to PDP during the induction to their programme
- An Academic Advisor, to support them in PDP and in compiling their PDR, with whom they will meet at least once every semester
- The opportunity to take an assessed Introduction to Computing module.
- The opportunity to study assessed Communication Skills.
- the opportunity to take Foundation French and/or English
- the opportunity to undertake four weeks' community service in each year of study
- the opportunity to undertake a project at level 5

All undergraduate and taught masters' students MUST, as a minimum:

- Maintain a PDR and hand it in four weeks before the start date for the of the final diet of examinations they are sitting (undergraduates)/ hand-in date for the dissertation (postgraduate taught programmes)
- Meet with their Academic Advisor at least once every semester at a time to be notified by the advisor
- To be awarded their diploma/degree, they must pass the PDR.

Appendix 1: Required Data Set for a Transcript

Student

- Name
- Date of birth
- Institution reference number

Qualification

- Name of Qualification
- Level of qualification in National Qualifications Framework for Higher Education (NQFHE)
- Name of awarding institution
- Name of the institution responsible for delivering the programme
- Language(s) of instruction

Record of Learning and Achievement

For each module taken:

- Name of Programme
- Module code which must indicate the level in the NQFHE
- Module title
- Number and level of credits
- Language of instruction
- Year in which credits awarded
- Mark for each module
- Number of attempts to complete the module if more than one

Other types of Learning within the Programme

- Language competency
- Communication skills
- Community work experience
- Work placement/Internship

Award

- Overall credits achieved

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- Overall mark
- Overall classification
- Professional qualification and/or recognition

Authentication

- Date of issue
- Signatures
- Institutional stamp

Example Transcript for a hypothetical student

Formal opportunities for personal development planning are shown by underscore

Name of Student Eugene Gatare **Date of birth** 26.06 1972

Institution Reference No

Qualification B.Soc. Sc. (Honours) History with Education and Qualified

Teacher Status RQF LEVEL 5

Awarding Institution Kigali institution of Education

Teaching Institution Kigali institution of Education

Programme of Study B Soc Sc history with education (supplementary religious studies)

Professional Qualification Qualified secondary school teacher

Languages of instruction English and French

Record of Learning and Achievement

[Note: marks are given as letter grades – A=80+, B=70-79, C=60-69, D=50-59 F=<50]

Mark	Credit	Grade	Credits
2003			
HIST 1010	Introduction to History	C	15
RS 1010	Introduction to Religious Studies	D	15
ED1010	Education foundation	B	15
Hist1011	History of Rwanda	D	15
RS1011	Comparative Religions	C	15
ED1011	Education Policy	C	15
<u>Comp1001</u>	<u>Introduction to computing</u>	B	15
<u>Com 1001</u>	<u>Personal and life skills</u>	D	15
<u>Foundation French</u>		Exempt	
<u>Foundation English</u>		Fail	
<u>Personal Development Planning</u>		Pass	
<u>Community Service</u>		Pass	

2004

HIST 2001	Introduction to the History of the Great Lakes	C	20
HIST 2002	African History from origins to 1800	C	20
ED 2001	Educational Psychology	D	20
ED 2002	Philosophy of Education	C	10
ED2003	Educational Technology	C	10
	<u>Communication skills</u>	Pass	
	<u>Foundation English</u>	Pass	
	<u>Personal Development Planning</u>	Pass	
	<u>Community Service</u>	Pass	

2005

Hist 3001	History of Rwanda	C	20
Hist3002	History and society	C	20
Ed 3001	Educational Planning and Management	B	10
ED3002	Curriculum Theory and Development	A	10
Hist 4001	The Third world since 1945	B	20
HIST 4002	History of Religions in Africa	B	10
HIST 4003	Historiography	B	10
Ed 4001	Socioeconomic Aspects of Education	A	20
	<u>Communication skills</u>	Pass	
	<u>Personal Development Planning</u>	Pass	
	<u>Community Service</u>	Pass	

2006

HIS 4001	Project	A	30
HIS 4002	History of Education in Rwanda	B	10
HIS 4003	History of International Relations	A	20
HIS 4004	Perspective on Colonialism	B	20
ED 4001	Guidance and Counselling	C	10

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ED 4002	Subject Teaching Methodology	B	20
ED4003	Educational Measurement and Evaluation	A	10
	<u>Personal Development Planning</u>	Pass	
	<u>Community Service</u>	Pass	

2007

Compulsory internship Year

Assessment is based on the students learning log and the reports of the school mentor and the Institution tutor

Pass

Total credits gained and overall mark (unweighted levels 4+ 5 marks)
77.9 (B) 480

Honours Degree Classification
Second Class, Upper Division

Date of Award

Date Transcript issued

Appendix 2: Progress Files – A Guide for Academics

The Progress File consists of two elements: the Record of Achievement, which is the certified record of the student's academic learning and achievement, and the Personal Development Portfolio, which records the student's development of academic and employability competencies and skills. Progress files in higher education make the outcomes of learning more explicit, identify the achievements of learning and support the concept that learning is a lifelong activity.

Students must submit their portfolio four weeks before the commencement of their final examinations. Only students who pass the portfolio will be permitted to take examinations. This will ensure that on graduation students not only have academic knowledge and skills but the range of cognitive, personal and transferable competencies and skills expected by employers of graduate employees.

Personal Development Planning

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

PDP addresses and develops the core educational purpose of quality enhancement – the improvement of student learning, enhancing the student teaching and learning experience and ensuring that graduates gain the employability competencies and skills expected of graduates. It enables students to reflect upon their learning performance and achievements and to plan their personal, educational and career development.

The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning and to review, plan and take responsibility for their own learning. It is centred on student learning and development, supporting students in strengthening, integrating and reflecting on knowledge and understanding their intellectual, personal and social development in addition to discipline-specific knowledge

and skills. There are three stages to PDP: understanding what I can do and what competencies and skills I need to develop; developing these competencies and skills; and demonstrating that I can use the competencies and skills I have gained effectively.

It will also enable students to recognize the employability skills that they are gaining through the study of their degree. Employability can be defined as

A set of achievements-skills, understandings and personal attributes – that make graduates more likely to gain employment and to be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (York, 2006)

The following are seen as some of the main kinds of competence that might be expected of graduates:

- Cognitive skills/brainpower: the ability to analyze and solve problems, work with information and handle mass of diverse data, assess risk and draw conclusions. (Analysis, attention to detail, judgment.)
- Generic competence: high level and transferable skills such as the ability to work with others in teams, communicate and persuade; interpersonal sensitivity; planning and organizing; teamwork/working with others; written communication.
- Personal capabilities: the ability and desire to learn for one's self and improve one's own self-awareness and performance – lifelong learning, philosophy, emotional intelligence, performance. To be a self-starter and to finish the job. (Achievement orientation, adaptability/flexibility, creativity, decisiveness, initiative, leadership and tolerance of stress.)
- Technical ability: for example, having the knowledge and experience of working with relevant modern laboratory equipment, the ability to apply and exploit information technology, the ability to manage a classroom, the ability to investigate a crime. (Technical application, technological knowledge.)
- Business and/or organizational awareness: having an appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organizational culture, policies and processes through

organizational understanding and sensitivity. The ability to understand basic financial and commercial principles. (Commercial awareness, financial awareness, organizational understanding.)

- Practical elements: vocational courses; critical evaluation of the outcomes of professional practice; the ability to reflect on and review own practice and participate in and review quality control processes and risk assessments.

The PDP process provides students with both the evidence and language to convey their achievements to employers. In addition, reflecting on their development of knowledge, competencies and skills can enable students to identify their own strengths and weaknesses and help them develop as learners. Students will be given the opportunity to engage in regular cycle of recording, reflection and planning as they progress through their degree.

The progress file is one element of a framework that includes programme specifications, subject benchmarking and the qualifications framework which enables higher education institutions to be more explicit about what is learnt and how it is learnt. The 'outcomes' approach to learning has three parts:

1. a specification of learning intentions, expressed as intended learning outcomes
2. the process to enable students to achieve and demonstrate the achievement of the outcomes
3. the learning outcomes that are actually achieved

Programme specifications address the first two and degree transcripts the third.

Personal Developing Planning enables students to set their own learning goals, reflect on their achievement and set new goals within the context of the intended learning outcomes of the programme they are studying.

2. What are the characteristics of effective PDP practice?

These are likely to include:

- integration with mainstream academic pursuits

- links to the learning objectives and outcomes of programmes

3. What are the benefits of PDP to students and academic tutors?

For **students**, PDP will enable them to:

- make links and gain a (holistic) overview of their studies within a modular environment and produce a record of their skills, qualities and achievements which they are able to refer to when they are applying for employment or post graduate study
- improve their general skills for study and career management
- reflect critically on what they are learning and what they need to learn – articulate their own goals and evaluate progress towards achieving them
- become more independent, critical and self-directed learners able to prioritise their own development needs
- adopt a more pro-active stance in their academic study, extra-curricular pursuits and career planning
- take greater responsibility for their own learning and develop the skills and attitudes of lifelong learners

The overall objective is to ensure that by the time they graduate students have built up a personal development record to demonstrate their employability and that they have enhanced awareness of their own strengths, weaknesses and directions for change

For academic tutors PDP will

- facilitate more effective monitoring of student progress
- help students become more responsible for their own learning
- provide an additional tool for monitoring student progress
- enable tutors to provide focused and effective academic support and guidance
- provide evidence that the intended level of learning and development is being reached by students

- supply a mechanism for recording the tutorial and pastoral support provided to students, for fostering career-related skills and for writing meaningful employment references
- provide a means of evidencing at the level of individual students that intended learning is being achieved

5. What are the requirements for PDP?

The requirements are that:

- At the start of their programme, students will be introduced to PDP and allocated an Academic Advisor. They will meet with their Academic Advisor at least once each semester to discuss their progress and agree the goals for the semester. Academic Advisors will provide students with general guidance and will advise them on what they should include in their portfolio as evidence of the achievement of learning outcomes. This can include evidence of passing formal assessments - e.g. the assessment for the compulsory computing module, an assignment or other work formally assessed on a module – and/or a short paragraph reflecting on what has been learned in a particular module or exercise.
- Students will be provided with the Personal Development Log, a curriculum map and the employability skills and attributes map for the programme they are studying
- students will engage with PDP at each stage of their programme
- At each level students will be guided through three stages: understanding, developing and effectiveness. This involves them assessing where they are, reflecting what this means and what goals they want to set themselves, and then planning a route to achieving the goals
- Students will compile a record of evidence to demonstrate that they have achieved the intended learning outcomes, including the employability skills and attributes of the programme they are taking, and submit the portfolio for assessment four weeks prior to taking the final suite of examinations. Students will be permitted to take the examinations only if they have submitted a satisfactory portfolio of evidence.

The Outcomes

On completion of their programme students who pass PDP will have:

- Recognised, valued and evidenced the learning they have undertaken in academic and non- academic environments
- Demonstrated that they can access and use the aids and tools provided by the institution to assist them in reflecting upon their own learning and achievements and on the basis of this reflection plan their own learning goals
- Demonstrated that they can prioritise development goals and identify opportunities for improving perceived weaknesses and enhancing strengths
- Produced a record of their skills, qualities and achievements
- Become more effective, independent and self-directed learners.
- Developed the core skills and competencies expected in employment of graduates.

Appendix 3 Specification for Personal Development Log and Guidance

Each programme will provide all students on enrolment with

1. A floppy disc with the PDP Log and guidance for completing PDR for their Programme
2. The name of their Academic Advisor
3. A session introducing them to PDP

During their programme of study the Programme Leader will be responsible for ensuring that:

1. all students on the programme have an Academic Advisor;
2. ensuring that academic advisors understand their role in supporting students undertaking PDP
3. and that Academic Advisors have a scheduled meeting with their advisees at least once every semester;
4. ensuring that Academic Advisors provide for the examination board, at the end of the academic year, the names of students who have made adequate progress with PDP and those who have not;
5. students who are deemed not to have made adequate progress with PDP are reminded that they will not be able to take their final examinations unless they pass PDP;
6. ensuring that students are reminded to hand in their PDR four weeks before the date of the first examination in their final diet (undergraduate students)/ the date for handing in their dissertation (taught postgraduate students);
7. notifying students of where and when to hand in their PDR and ensuring that Academic Advisors mark them in time for students to be notified that they will be permitted to take their examinations/hand in their dissertations.

Personal Development Log and Personal Development Record

The PDL provides students with guidance and learning opportunities structured to enable them to recognize the skills and competencies they are gaining as they progress through

their degree. It enables them to reflect on what they have achieved, what has enabled them to gain success and what weaknesses they have that explain areas of poor performance. It requires them to gain skills of self management and taking on responsibility for their own learning and encourages them to develop the skills of independent learners.

The PDR specifies what evidence of learning outcomes the student has to provide in order to pass. The minimum requirements for PDR are :

1. A pass on the Computer Skills module
2. The foundation Certificate in French and English (or exemption)
3. A pass on any Communication Skills module taken, whether credit-rated or not
4. A word-processed CV in French and English
5. A letter of application for a post in French and in English
6. Evidence of having gained the skills and competencies identified on the curriculum map and employability profile for the programme they are taking. These must include core employability competencies and skills and, for students on the pre-service programme, of having satisfactorily engaged in community service, including community service in schools.

The PDP Log must provide:

1. A record of meetings between the student and the academic advisor and the outcomes of the meeting
2. The curriculum map and the employability profile for their programme
3. A transferable skills self assessment audit and a SWOT analysis which the student completes each year and uses as a basis for prioritizing skills development (see appendix)
4. A learning styles self evaluation questionnaire which the student completes prior to their first meeting with their academic advisor and discusses at the meeting.
5. Support in planning revision and reflection on how to revise.
6. A goal-setting and action plan proforma
7. A proforma for recording achievement
8. An evidence log

9. Tools for enabling students to assess how they are performing in their academic work and reflect on making improvements
10. Tools for students to reflect on developing employability skills

Appendix 4: Examples of tools for Inclusion in the Personal Development Log

PDL: Record of academic adviser- student meeting

Student name

Advisor name

Meeting Date

What were the agreed action points from the last meeting and have they been fulfilled?

Discussion Notes

Action points

Date of next meeting

Comments and signature of academic advisor

Signature of student

PDL: SWOT Analysis

Name	Date	Version
Strengths	Weaknesses	
Opportunities	Threats	

Developing My Goals – goal setting and action planning

Name

Date

Version

Objective: What am I going to achieve	Action steps I will take to achieve it	By when will I have achieved it the objective	How will I know when I have achieved it	What resources/support do I need to help me achieve it	What barriers might I experience

Use the table to plan your goals. You should categorize them under the areas covered in PDP.

Skills and Knowledge

Interests and Talents

Contributing to the community

Employability

Approaches to learning and studying

Below are a range of approaches to learning taken from Cottrell (2003). Identify which, if any, most describes you. Note your learning strengths and things you could develop to increase your studying abilities.

The Diver: Characteristics

- _ You tend to jump in and have a go
- _ You like to get things over with
- _ You like to see if things work
- _ You like to get onto the next thing quickly
- _ You work well with short bursts of activity

Learning strengths

- _ You don't waste time worrying
- _ You start tasks early
- _ You can motivate others
- _ You are good in role-play activities, problem solving and crises.

Areas to develop

- _ Reflection and planning
- _ Creative thinking
- _ Considering alternatives
- _ Listening to and working with others
- _ Increasing your personal interest, so that you can work for longer periods

The Dreamer: Characteristics

The Dreamer: Characteristics

- _ You think a lot about the subject
- _ You like to research things thoroughly
- _ You put off practical aspects such as writing
- _ You have no idea where time goes
- _ You continually rewrite your time-planner

Learning strengths

- _ You reflect and evaluate well
- _ You are creative, with lots of ideas
- _ You get to the root of things
- _ You listen well and sensitively to others

Areas to develop

- _ Effective learning strategies
- _ Timekeeping and organisational skills
- _ Taking responsibility for self and others
- _ Participation
- _ Setting priorities and taking decisions
- _ Assertiveness and risk-taking

The Logician: Characteristics

The Logician: Characteristics

- _ You like things to make sense
- _ You like to know the reasons behind things
- _ You are organised in your approach to study
- _ You enjoy tackling complex problems
- _ You are a perfectionist

Learning strengths

- _ You are good at analytical and critical thinking
- _ You have organisational skills
- _ You are good at science, maths, law and/or problem-solving
- _ You have a questioning approach

Areas to develop

- _ Creative and imaginative thinking
- _ Sensitivity to the differences in others
- _ Personal reflection
- _ Working with others
- _ Stress management

The Searchlight: Characteristics

- _ You find everything interesting
- _ You like to see the big picture
- _ You have bits of information on lots of things
- _ You are fascinated by details but don't remember them
- _ You find it hard to select what is relevant

Learning strengths

- _ You have high motivation and interest
- _ You have broad general knowledge
- _ You can see connections between things
- _ You are creative and inventive

Areas to develop

- _ Setting goals and priorities
- _ Analytical and critical thinking
- _ Categorising and selecting
- _ Editing skills
- _ Developing memory for detail

Cottrell, S. (2003) *The Study Skills handbook*, 2nd Edition, London: Palgrave

Effective exam strategies

Is this you?

During the exam do you..... _

Read all the instructions on the exam paper?

Follow all the instructions?

Answer the correct number of questions?

Know how long you have to answer each question?

Keep to your time allocation for each question?

Use all the available time?

Leave yourself time to check your work?

Actually check your work?

Read the exam question at least twice?

Spend time thinking about the question?

Spend time deciding which questions are the best ones for me to answer?

Underline the important words in the question to assist your interpretation of what the question actually means?

Know what type of information you should be including in the answer?

Feel you have revised enough topic areas?

Know how to structure a good answer?

Know how to write in an appropriate academic style?

Plan your answers either on paper or in your head?

Consider the structure of the essay and how your ideas will link together?

Make sure you only include relevant material in your answer?

Provide evidence to support your arguments?

Keep strictly to the focus of the question?

Provide clear introductions and conclusions?

Maintain concentration throughout the exam?

Spend time checking answer for mistakes?

Check the essay provides an answer to the exam question?

Understanding Study skills

Having identified your strengths and weaknesses in relation to your study skills and styles of learning think about how these have influenced your performance.

Discuss your skills strengths and weaknesses with reference to evidence

My strengths and why I believe these to be strengths of mine

My weaknesses and why I believe these to be weaknesses

The goals I am setting myself to improve my study skills and styles of learning

Study Skills Reflective Review

Use the questions below to reflect on your study skills

What do I know about how to study and learn?

Where are my strengths and weaknesses?

What are the positive and negative aspects of my preferred learning style?

How has my preferred learning style influenced the way I approach work?

How has this approach affected my performance?

What can I do to address those areas that are causing me difficulties?

How will I tackle future learning differently?

What goals can I set myself as a result of this assessment?

Is there any evidence from this process I want to keep?

Transferable skills: Self-assessment

Self Assessment of Transferable Skills

In order to give honest and informed answers, think about specific situations where you have been required to use this skill. Think about what you did, and how effective you were.

A discussion on the meaning of the Low, Medium and High scores are given at the end.

1 of 9: Self-management

... Understanding, using and developing our own abilities to effect good outcomes in life and work.

► Questions to self assess your self-management skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I frequently set appropriate targets and goals for myself	
2	I plan and prioritise my work to meet deadlines	
3	I know and understand my own strengths and weaknesses	
4	I regularly reflect on progress and outcomes	
5	I find support to help me or develop new strategies where necessary	
6	I accept and act on feedback	
7	I regularly evaluate my own performance	
8	I monitor/control activities	
Total		

2 of 9: Learning

... Building up valid knowledge and understanding for a particular situation but remaining open to other views and other information.

► Questions to self assess how well you understand how to learn.

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I am aware of the way I learn and study best	
2	I am able to identify key principles and make connections between areas of knowledge	
3	I seek out, accept and act on feedback on my work	
4	I can select and present ideas/arguments/evidence	
5	I can form my own judgments based on information obtained.	
6	I apply theory to practice in most situations to develop understanding and solve problems	
7	I find and adopt study techniques that work for me	
8	am willing to change my ideas and practice based on new understanding	
Total		

3 of 9: Communication

... Effective use of all types of ‘language’ to understand others and be understood.

► Questions to self assess your verbal and written communication skills.

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I regularly use a variety of modern communication tools	
2	I can listen positively and respond to both verbal and non-verbal messages	
3	I can present a well-structured and evidenced argument both verbally and in writing.	
4	I can express myself and ideas clearly, concisely and logically in speech and writing	
5	I can influence others and gain agreement or acceptance of plan/idea/activity	
6	I understand other viewpoints and appreciate cultural differences.	
7	I adjust how I communicate to suit the understanding of my target audience.	
8	I usually evaluate how well my message is received.	
Total		

4 of 9: Information literacy

... Finding and using information of all kinds effectively.

► Questions to self assess how well you handle information.

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I can locate and use a variety of sources of information – print, electronic, people	
2	I search information databases to secure information	
3	I appraise information using relevant criteria	
4	I reference material correctly and understand plagiarism	
5	I organise and store information so it can be retrieved when needed	
6	I can select, summarise, and interpret information to draw meaningful conclusions	
7	I can organize information into a logical and cohesive format that can be communicated easily to others	
8	I am comfortable researching or gathering data for use in a project	
Total		

5 of 9: Team working

... Working effectively with other people to achieve a common purpose.

► Questions to self assess your team working skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I understand the principles of group behaviour and team roles	
2	I motivate self and others to the achievement of common goals	
3	I respect feelings, views and values of others, taking on board other opinions	
4	I assist and support other members of the team in order to achieve objectives effectively	
5	I can negotiate with others when necessary.	
6	I readily take the initiative when necessary	
7	I can delegate tasks where necessary	
8	I regularly review progress and alter plan if necessary	
9	I accept and carry out agreed or delegated tasks	
Total		

6 of 9: Critical thinking incl. problem solving, decision-making

... Development of logical thoughts and ideas about a subject; or the reasoned solution of a problem or dilemma.

► Questions to self assess your critical thinking skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I can critically analyse a line of reasoning or argument	
2	I challenge taken-for-granted assumptions and existing practice	
3	I evaluate evidence presented in support of a conclusion	
4	I identify and address gaps in knowledge or understanding	
5	I can identify and analyse key points/issues within a problem	
6	I generate creative/innovative ideas using techniques such as brainstorming, mind-mapping, critical path analysis	
7	I am willing to take calculated risks in decision making to achieve goals	
8	I assess outcomes and incorporate the lessons into future planning	
Total		

7 of 9: Information Technology

... Using electronic means to find, record, manipulate and present information.

► Questions to self assess your IT skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I use a word processor to create documents and use functions to add value to work, e.g. Word	
2	I create and use a spreadsheet and manipulate data within it e.g. Excel	
3	I create a database from a set of data, work with it to produce reports, e.g. Access	
4	I create effective presentations using graphics package e.g. PowerPoint	
5	I can produce transparencies or visual aids for a presentation	
6	I am competent at researching topics of interest/importance on the internet	
7	I use e-mail to maintain effective communication with others	
8	I am confident dealing with new software applications	
Total		

8 of 9: Numeracy

... Understanding and applying mathematical techniques when handling problems and projects.

► Questions to self assess your numeracy skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I feel comfortable making fundamental calculations – estimating, adding, subtracting, multiplying and dividing	
2	I use a calculator confidently	
3	I am able to use basic numerical skills in order to cope with everyday life (budgeting my spending etc)	
4	I have a grasp of statistics and percentages, fractions, decimals, and ratios	
5	I can use numerical data to construct a reasoned argument	
6	I am able to interpret and explain numerical information using spreadsheets, graphs, charts, tables and diagrams	
Total		

9 of 9: Career management and professional development

... Developing self-awareness in the context of career decision making, and professional opportunities.

► Questions to self assess your career management skills

Strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1.

		Score
1	I have an awareness of the type of job opportunities open to me.	
2	I understand some of the trends that are emerging in the business or professional world.	
3	I know the employability attributes that employers in my chosen field are looking for	
4	I am able to effectively communicate my skills and experience to others in writing in order to gain employment or develop career	
5	I am confident of being able to put together an effective CV	
6	I am confident of handling myself well in a range of selection situations	
7	I have future targets in mind regarding career and professional development	
Total		

Results

Use the table below to record your totals from each skill assessment section. Tick low, medium or high from the scoring columns.

		Low	Med	High	Your totals	Scoring		
						Low	Med	High
1	Self management	0-13	14-26	27-40				
2	Learning	0-13	14-26	27-40				
3	Communication	0-13	14-26	27-40				
4	Information literacy	0-13	14-26	27-40				
5	Team working	0-15	16-30	31-45				
6	Critical thinking incl. problem solving, decision-making	0-13	14-26	27-40				
7	Information technology	0-13	14-26	27-40				
8	Numeracy	0-10	11-20	21-30				
9	Career management and professional self development	0-11	12-23	24-35				

Use the scoring definitions on the following page to assess your results.

Scoring

Low

There could be a number of reasons for giving yourself a low score. Maybe you undervalued your experience. Possibly you are not attracted to this skill. Think of the reasons for this and use the reflective review to consider what you could do about addressing this. Remember this skill is considered essential for your development and success - as a student, an employee and in life generally, so a low score could limit your ability to reach your full potential. Use the resources section to identify opportunities for development and use the help and support that is available to you at BU, starting with your tutor. If you are asked about your weaknesses in an interview, be honest, but remember to explain why you think this is and what you are doing about it. That will impress a prospective employer!

Medium

Your score suggests that you have some experience of using this skill and have developed a certain level of competence through experience and practice. However, there seems to be evidence that you would find it useful to develop it further. Look carefully at the different questions you answered to assess this skill and decide exactly where your areas for development lie. It may be that this skill is a potential strength but you are feeling a lack of confidence around it. Think about why this should be. Use the resources available to you at or through BU to strengthen and further develop your skills in this area. If you discuss use of this skill in interviews, give a full and honest assessment and discuss how you are planning to work on it. No-one is perfect and employers are impressed with someone who understands their strengths and weaknesses and is doing something about it.

High

If your assessment is accurate, it indicates that skills in this area are well developed at this stage and that you are feeling comfortable using them. Your course should provide

you with opportunities to practice and further develop them. Discussing this assessment with your tutor should help you to develop a plan for building further on this strength. Don't be complacent, if you don't keep the skill honed, it will stagnate, while the world moves on. Most importantly, do not forget to capture evidence of this strength and to include it in a personal statement or CV. Remember to record details of where use of this skill has been effective in particular situations, so you can talk about it

Transferable Skills

Having identified your strengths and weaknesses with reference to evidence reflect on the extent to which your transferable skills have influenced your performance in your studies, your extra-curricular activities and other work you do

Remember to set yourself goals for development

Discuss your transferable skills strength and weaknesses with reference to evidence

My strengths and why I believe these to be strengths of mine

My weaknesses and why I believe these to be weaknesses of mine

Areas for development

Academic Work – In class work

Task

Module

Deadline

Reflection on task ahead

Am I clear about what I am being asked to do?

Am I clear about what I am being asked to do this work?

How does it relate to the subject we are studying/

How does it relate to the intended outcomes for the module?

What will I be able to demonstrate what I know/what I can do by completing this assignment?

Do I have adequate resources to complete this assignment?

How will I manage my time in order to do my best work?

After the session

How would I evaluate the work I have done – self assessment

How well do I think I prepared?

What are the strengths and weaknesses of the work I have done?

What aspects did I find most challenging?

What have I learnt from doing this work?

How has this activity developed my skills and knowledge?

Was my time well used?

Feedback from others

Did I receive feedback from others?

Do I understand why I got the feedback I did?

Was it consistent with how I feel about the work?

If not why is my perception different?

Goal Setting

How will I tackle tasks like this in the future?

How can I manage my time more effectively?

Do I need to talk to my academic advisor?

Academic Work – Assessed Work

Task

Module

Deadline

Reflection on task ahead

Am I clear about what I am being asked to do?

Am I clear about why I am being asked to do this work?

How does it relate to the subject we are studying/

How does it relate to the intended outcomes for the module?

What will I be able to demonstrate what my know/what I can do by completing this assignment?

Am I clear about how I will be marked?

Do I have the assessment criteria?

Do I have adequate resources to complete this assignment?

How will I manage my time in order to do my best work?

How much time will I need to spend on this task given its weighting?

Reflecting on the completed work

How would I evaluate the work I have done against the assessment criteria – self assessment

What are the strengths and weaknesses of the work I have done?

What aspects did I find most challenging?

What do I specifically want lecturer feedback on?

What have I learnt from doing this work?

How has this activity developed my skills and knowledge?

Was my time well used?

On Return of marked work

What feedback did I receive from others?

Do I understand why I got the mark and feedback I did?

Was it consistent with how I feel about the work?

If not why is my perception different?

How have I learnt from the feedback?

Am I clear how I could have done better?

Have I filed the feedback for evidence?

Goal Setting

How will I tackle assignments like this in the future?

What learning objectives should I be setting myself?

How can I manage my time more effectively?

Do I need to talk to my academic advisor?

Academic Work – Independent Study

Task

Module

Deadline

Reflection on task ahead

What am I intending to learn during this study period?

Am I clear why I am doing this work?

How does it relate to the subject we are studying/

How does it relate to the intended outcomes for the module?

What do I want to know/understand/be able to do after completing the task?

How will I know that I have achieved my goals?

How much time am I going to spend on the task?

How can I ensure I get the most out of the study period?

After the study period

What have I learnt from doing the work?

How do I know that I have learnt what I set out to learn?

What are the strengths and weaknesses of the work I have done?

What aspects did I find most challenging?

What have I learnt from doing this work?

How has this activity developed my skills and knowledge?

Was my time well used?

Feedback from others

Did I receive feedback from others?

Do I understand why I got the feedback I did?

Was it consistent with how I feel about the work?

If not why is my perception different?

Goal Setting

How will I tackle tasks like this in the future?

How might I study more effectively?

Do I need to talk to my academic advisor?

Academic Review

1. Am I doing my best academic work
2. Do I understand the reasons why I may not be performing to my best?
3. What are the qualities and skills of a good higher education student?
What challenges do these give me?
4. Do my study skills need improving?
5. Is reliance on my preferred learning style preventing me doing my best work?
6. Have I identified what I need to do differently?
7. Do I need to use the resources available to me more effectively?
8. What degree classification do I want to get?
9. What academic goals can I set myself?
10. How can I evidence my performance and progress?

Developing my skills and knowledge

1. Discuss the development in your academic work over time and against your plan. Evaluate the progress you have made, drawing on evidence.
2. Assess, with reference to evidence, how you have built on your strengths to improve your performance
3. Critically analyze the areas for development you are facing now and why. Discuss how you will address these

Developing My Skills and knowledge Questions

1. How well have I achieved the goals I have set myself as goals in my academic work to date?
2. To what extent have my strengths and weaknesses impacted on my academic performance?
3. Have I been a surface, deep or strategic learner? How has my approach to study impacted on my academic performance?
4. How do I rate my academic skills? Where are my strengths and areas for development? How is this reflected in the feedback I have received on my work?
5. Do I need to re-arrange my life to allow more time for study and how will I do this?
6. What goals am I setting myself at this stage to ensure my continuing academic development?
7. What resources do I need to ensure I meet these goals? RG Academic advisor help, lecturer help, more time, support from friends

Employability – Personal Details

Name

Address

Phone

Email

Previous Education

Institution	Dates	Subjects	Qualifications

Current Course

Year

Other Activities /Interests

Activity	Level of involvement e.g membership of club, community work, officership	Any achievements	Personal Comment

Work Experience

Dates	Company	Responsibilities	Personal comments

Developing skills

Skill	Experience and situations in which I developed the skill	Evidence	Comments

Employability Personal Profile

Name

Date

1. How does the subject(s) you have chosen to study relate to your interests, attributes and abilities?
2. If you worked before you came to the Institution what skills and knowledge did you gain from your experience?
3. What skills and knowledge has/does community service give you the opportunity to develop?
4. What extra curricula activities are you participating in ? How do these reflect your interests and abilities?
5. What are your achievements in life so far? What do they say about your strengths and weaknesses?
6. Describe your personality and analyze what strengths it gives you and what challenges?
7. What five things do you want to achieve while at KIE?
8. How would this profile come across to a prospective employer? What could I talk about in an interview? What evidence do I have to back up my claims?

Personal Profile Statement

Name

Date

Statement

Employability and Personal Development

Discuss your personal profile and from this make an informed assessment about the type of work you would be suited to and justify your answer

Discuss your employability strengths and weaknesses with reference to evidence

My strengths and why I believe these to be my strengths

My weaknesses and why I believe these to be my weaknesses

If I look at my profile what employability attributes do I have?

What goals should I set myself to improve my employability?

Employability Reflective Review

Undertake a SWOT analysis

1. What have I learnt from undertaking a SWOT analysis? What are my opportunities?
What are the potential threats and what can I do about these?
2. What are my strengths and what are my weaknesses in terms of getting a job?
3. What type of job am I best suited to and what should I avoid?
4. What job do I see myself doing in 5 years time?
5. The skills attributes and knowledge required for the job I want to get when I leave KIE?
How do you know that these are what are required?
6. What can I do to find out more about the requirements and opportunities for getting the
job I would like to get on graduation?