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**Published paper**

Stordy, P.H (2007) *A REAListic Approach to PDP: 'Reflection, Employability And Learning'*. Centre for Recording Achievement.

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## Case Study: Illustrating and evidencing practice.

<b>1. What title would best characterise what is being described here?</b>
A <u>REAL</u> istic Approach to PDP: ' <u>R</u> eflection, <u>E</u> mployability <u>A</u> nd <u>L</u> earning'
<b>2. Describe the practice (what do staff do, what do students do, are others involved – and how)?</b>
<p>Our department's first attempt at implementing PDP was a failure, despite some enthusiastic staff and a sound underlying pedagogy. As a result, it was decided to re-launch our PDP in Autumn 2006 to new entrants.</p> <p>To understand why our previous implementation of PDP had apparently failed and what might motivate students to become more involved with PDP, students from the previous cohort and staff were interviewed. In an attempt to ensure our new PDP was meeting both the needs of prospective employers and students, a review of the literature was conducted along with an e-mail questionnaire to the members our Advisory Panel (all information and library professionals). In addition, the advice of several university colleagues with PDP expertise was sought.</p>
<b>3. What did you learn from it; what did the students learn from it?</b>
<p>This small-scale research revealed a general 'apathy' towards PDP. The few students that had considered our implementation said that it failed to meet their needs and expectations. It was decided that a more pragmatic and re-branded PDP was required that focused on student reflection, employability skills and learning outcomes. Crucial, was the need to ensure that students and staff were aware of the advantages of taking part in a scheme and to ensure PDP was integrated into the students' study (not something 'extra')</p>
<b>4. How might/are you planning to develop/improve practice?</b>
<p>At the centre of our new PDP framework entitled 'REAL' (Reflection, Employability And Learning) are a set of 'programme specific' Personal Review forms. These use Younger's (2005) analysis of skills required by Library &amp; Information professionals, HEA guidance (Edwards, 2005), SCONUL's (2005) information literacy skills, TFPL (2005) skills levels and curriculum learning outcomes. REAL continues to use our personal tutorial system to facilitate the PDP process and uses two VLE implementations (undergraduate and postgraduate) to disseminate it and related material.</p> <p>The key feature of our implementation of PDP ('REAL') is that it is being embedded into the students' learning modules, increasing its exposure and relevance to their learning. Future plans include exploring the use of an e-Portfolio to record achievements, reflect upon learning and present an 'online' CV to prospective employers.</p> <p>Initial feedback suggests that REAL has been a relative success. Whilst some students and staff still need to be convinced of its value, the number of participants and the profile of PDP within the Department have substantially increased.</p>

**5. Can the resources/approach be viewed by others? If so where/how?**

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