



Editorial

Rob Ward, Director, the Centre for Recording Achievement (CRA)

As the summer approaches and we look ahead to a short but well earned period of rest and recuperation some are already looking beyond. In this issue Robin Webster and Adrienne Carmichael, drawing upon work in one Cumbrian school, predict how the learners entering HE might themselves change over the next five years as 14-19 curriculum change gain momentum. If their *'by the end of Year 13'* aspirations come to pass then PDP in HE in the next decade might be very different! Meanwhile we will all go on learning. So Jill Cosh follows up her earlier contribution by highlighting some key learning from evaluation, emphasising once again the importance of staff engagement and a clear sense of relevance and purpose for PDP in the context of the discipline for both staff and students. Emma Purnell and Megan Lawton report upon learning from the Wolverhampton e-Portfolio Pathfinder project, an initiative which sought to develop effective e-PDP curriculum interventions in programmes across the University through a supported staff development programme and which is producing rich and positive outcomes. Collaborative working with pertinent individual outcomes is important here, as it is – or should be – for PDP work itself. The OU contribution from Erica Morris and Rachel Hawkins emphasises similar themes; seeking to provide bespoke support with local relevance through an institutional tool. They too are seeking to integrate PDP resources and e-Portfolio functionality. Beyond this Alex Haig offers a perspective on how such practice already exists in major work settings. Customisation is also important here, and we note not only the use of competency-based frameworks and the links to workforce planning and quality assurance which come with a larger range of stakeholders but also the connections back into HE programmes and forward into professional development and re-certification. Finally, and fittingly for our final issue of the year, Karin Crawford helps us to appreciate anew the challenges in CPD for ourselves; of limited engagement with formal systems, of the relative greater significance of subject-centred development, and of the value of - often - informal networking. The *'institution-wide CPD framework that will recognise and value the whole range of academic professional development' in an inclusive way*, is something to look out for in the new academic year.

Until then, my best wishes

Rob



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The Class of 2013

Robin Webster and Adrienne Carmichael, Cumbria 14-19 Development Team

What will they bring? What will they have experienced? What qualifications will they have achieved? In some ways they may well be a very different 'animal' to the 'Class of 2008'.

Students' education will be much more personalised with an emphasis on their own opinions and thoughts having equal weighting to those of their teachers. The use of technology has impacted upon teaching, learning, and the assessment of learning. There are new understandings about the nature of learning and

students are far more aware of how 'they learn best'. There is an increasing global dimension to life, learning and work. Students are far more aware of themselves, their strengths, and their weaknesses.

The 14-19 Agenda provides processes that will enable students to enjoy learning, understand its relevance to them as individuals and allow them to make progress and manage change. They will have an understanding that learning will be lifelong and that this learning does not always happen in the classroom or lecture theatre but in all aspects of their life. Would a student not learn more about making a positive contribution to society by going and coaching a football team each weekend rather than listening to a lecture on 'responsible adults'?

The Diplomas, with their 17 Lines of Learning, will see an increased focus on whole curriculum design. Students will not only discuss what makes up the Principal Learning but also the Additional Specialist Learning. It is a total curriculum package. There will be greater opportunity for coherence and relevance by linking learning to life outside school. This in turn leads to greater flexibility and personalisation with students attending several establishments as part of the delivery model. There is to be more emphasis on the functional and wider skills necessary for learning and life through the Personal Development Curriculum and the Every Child Matters Agenda.

Queen Elizabeth School, Kirkby Lonsdale intend to take their students, using Personal, Learning and Thinking Skills Progression, from where they see they should be in Year 7:

Team Workers

- Work in a group with people they don't normally work with
- Have the confidence to say what they think
- Listen to and respect what other people say

Reflective learners

- Say what they can do well but also know what they need to improve
- Use praise to increase their confidence and use advice and feedback to improve
- Can talk about their learning, to parents, teachers and tutors

Creative Thinkers

- Say what they can do well but also know what they need to improve
- Use praise to increase their confidence and use advice and feedback to improve

- Can talk about their learning, to parents, teachers and tutors

Independent Enquirers

- Understand the difference between what is right and what is wrong and use this to decide how they should behave with others
- Explain the reasons for their actions
- Understand that there are different beliefs and feelings to their own

Effective Participators

- Discuss things which worry them and can ask for help with things of which they are unsure
- Think about others as well as themselves
- Are able to express their feelings

Self Managers

- Build positive relationships within their school community
- Take responsibility for their learning and self improvement



To where they want them to be by the end of Year 13:

Team Workers

- Work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Reflective Learners

- Evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Creative Thinkers

- Think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Independent Enquirers

- Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Effective Participants

- Actively engage with issues that affect them and those around them. They play a full part in the life of the school, college, work place or wider community by taking responsible action to bring improvements for others as well as themselves

Self Managers

- Organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

The Class of 2013 should come to you with all these skills, armed with their e-Portfolio (they won't want to re-type it again!) and having been provided with quality impartial information, advice and guidance that ensures their progression route has been well mapped out, reflecting their own needs, interests, achievements, aspirations and dreams.

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Outcomes of a Personal Development Planning Evaluation Project at Anglia Ruskin University

Jill Cosh, Anglia Ruskin University

PDP at Anglia Ruskin University

In the March 2007 CRA newsletter I described an evaluation project of Personal Development Planning (PDP) within one faculty (Arts, Law and Social Sciences) at Anglia Ruskin University. The University policy for the implementation of PDP is based on the requirement that PDP is addressed within one core module at each level and assessed in some way - and beyond this to allow for a variety of provision. In this particular faculty departments chose widely differing approaches, which included using or not using the e-Resources, and assessing through form-filling, questionnaire, reflective evaluation or essay.

The Evaluation Project

The objective of the project was to evaluate the attitudes of both students and staff across the Faculty and to analyse feedback in order to inform future implementation of PDP within the Faculty and the University. Data was gathered from student and staff questionnaires, an analysis of the use of our e-Resources, and a PDP champion in each department.

Outcomes

As expected there was a wide range of responses within the 225 returned student questionnaires. However, there was some consistency which led to the conclusions below:

- Staff engagement is crucial. There was a clear correlation between the attitudes of students to PDP and those of the staff delivering it.
- e-Resources are in general only accessed by students if they are integral to the module or its assessment in some way.
- Students wanted clear integration between PDP and their discipline
- There was a more positive response to PDP where there was a 'light touch'. Although creative assessments were appreciated by some students, the majority of students preferred a few short reflective statements.

- Students appreciated a link between PDP and employability even at level 1.
- Despite an introduction to PDP during induction week, many students seemed unclear about the rationale. It is clear that there is a need for further information, probably within modules.
- Form filling in general, such as, Strengths, Weaknesses, Opportunities and Threats (SWOT) or action planning, was unpopular.



Only nine questionnaires were returned by staff, all of whom had taught on a module addressing PDP. It was clear that some staff remained unconvinced about the value of PDP, seeing it as pointless and time-consuming, although others felt that it had had a positive effect on student learning. As with the students, dissemination of information had proved a problem: despite the provision of a document with suggestions of possible assessment tasks for PDP, many of the staff were unaware of having received it. The feedback from link staff was similar. However, they also highlighted the problem that many staff tended to see PDP as an additional process rather than as a way to make existing skills and reflective processes more explicit. A very positive outcome of the use of link staff was that it provided a forum for sharing ideas and this led to their greater engagement in PDP.

The way forward

A university-wide working party has now been established. The working party includes representatives from each faculty as well as from the Students' Union, and the Careers Service. The objectives of the working party are to provide simplified and more attractive web resources for students, to provide web resources for staff including case studies and support materials, to investigate further methods of supporting staff and encouraging engagement, and to investigate how PDP could become more seamlessly integrated within the student experience by, for example, mapping across the programme provision. The University is also currently investigating its Virtual Learning Environment (VLE) and the consequent provision of e-Portfolios.

Exploring the path to e-PDP

**Emma Purnell and Megan Lawton,
University of Wolverhampton**

During the academic year 2007/8, there has been an institution wide e-PDP project underway at the University of Wolverhampton as part of a HEA funded Pathfinder project initiative. Our project focuses on the implementation and embedding e-PDP activities in the level 1 curriculum facilitated through an e-Portfolio system, in our institution this system is PebblePAD. By engaging our learners in personal development planning, we aim to increase reflection on learning to develop learners better equipped to be successful in HE. In addition, we hope through highlighting the potential of an electronic collection of evidence of their learning journey and attainment, students may be able to demonstrate more easily their employability.

There are 10 schools within the institution, before the start of the project; all schools had some identifiable e-Portfolio use within some areas of their subject curriculum. As a result, each of these schools self identified two suitable modules in which to embed e-Portfolio facilitated e-PDP tasks as required for involvement in the project. These modules did not necessarily have prior e-Portfolio or PDP experience. In each school an experienced e-Portfolio member of staff was identified as a mentor to support the two identified module tutors in their implementation of e-PDP within their teaching and own practice. "Students are more likely to value PDP if they see that academic staff themselves are involved in PDP processes" QAA et al (2001)

The mentoring relationship adopted for the project was modelled on Megginson *et al* (2006) developmental mentoring model which encourages and supports a staged process of mentoring. The project supported the mentoring model through a series of three sequential staff development 2 day residential retreats, held at hotels around the region, one at the start, the mid point and the end of the project. Each of the retreats supported a specific stage in the mentoring model in relation to implementing e-PDP. The first retreat focused on rapport building and goal setting, the second, progression and the third, winding up and moving on. Embedded in each retreat was the use of e-Portfolio, not just in helping staff to develop resources needed for practice, but also at the heart of delivering the retreat itself and supporting all activities throughout the retreat and the project. Staff from each school had a collaborative e-Portfolio to work on which was given to them at the start of the project. It contained information about e-Portfolio

and PDP, where staff could get hints and tips suggesting which areas of PDP might be appropriate to their student needs. During the retreats and throughout the year, the project team were on hand to work with the Mentors and Tutors to provide support and assistance wherever needed.

We are just coming to the end of the project and have collected data, which is currently under analysis, from both staff and students involved in the project. The project involved 30 members of staff and over 1500 students. Feedback from the project has been positive and we have all learnt a great deal from all the people involved in the joys and challenges of integrating e-PDP into the curriculum. We are at the stage of finalising the project exit strategy, so that we can ensure all the hard work during the project year can continue to be integrated and supported in the curriculum post-project. Staff overwhelmingly echoed the benefits and motivating nature of the retreat model of staff development. Identifying the ability to 'focus in and immerse' themselves in an area of staff development is something that rarely can happen back in the workplace where 'everything else gets in the way'. The e-Portfolio encouraged staff to be creative in their integration of PDP tasks, many using multimedia such as YouTube, webcams, metaphors and music to explore PDP. Many students commented on how much they appreciated the rapid feedback that they experienced using the e-Portfolio and that it felt a safe and supportive environment to explore the new feelings of what it was like to be a new learner at HE, commenting on how it helped them to 'get to know the tutor' and helped 'identify what they needed to do to move forward'.



Some of the key things we learnt from the project are that staff and students need to be supported when starting out with e-PDP, advice on where e-PDP might already naturally sit within their curriculum or simply by providing an extra pair of experienced hands when staff first deliver the hands-on e-Portfolio part of e-PDP. Working across disciplines including engineering, dance, pharmacy, law, to name but a few, with students from Wolverhampton to Hong Kong. It is clear to see that e-Portfolio facilitated PDP has exciting potential on a cross institutional scale to engage students and support them in making sense of their learning experiences and possibilities.

Emma Purnell and Megan Lawton. University of Wolverhampton.

The Pathfinder project team consisted of Paul Brett (Project Manager and university e-learning Co-ordinator) Megan Lawton (University Student Support and Development Co-ordinator) and Emma Purnell (e-Portfolio Advisor/Research) More details of the project and the staff involved can be found on the project website www.wlv.ac.uk/pathfinder

References

Megginson, D, D. Clutterbuck, B. Garvey, P. Stokes & R. GarretHarris (2006) Mentoring in action: a practical guide for managers 2nd edition Kogan Page Ltd. London).

QAA, Quality Assurance Agency for Higher Education (2001) Guidelines for HE Progress Files [on-line]. Gloucester, UK: QAA, [cited 6th October 2007]. Available at: www.qaa.ac.uk/academicinfrastructure/progressFiles/guidelines/progfile2001.asp

Learning with the Open University: re-thinking PDP resources and tools

**Erica Morris and Rachel Hawkins,
Teaching and Learning Support,
Student Services, The Open University**

Learning with the OU provides a range of resources to support students' personal development planning while they study with The Open University (OU)

(<http://www.open.ac.uk/learning/index.htm>).

Courses at the OU can be studied in their own right, or as part of a qualification, and it can be therefore difficult to anticipate the learning needs of students who also differ in their motivations for studying. The OU student body is also diverse: students do not necessarily have previous educational qualifications, and/or are juggling their studies along with full time employment and other commitments. This means that the OU's PDP provision must be accessible, and meet the varying needs of students, who need to use it in flexible ways.

Over the last two years we have been working on three key areas relating to our PDP provision: we have been enhancing our generic resources, developing an e-Portfolio tool called MyStuff, and looking at ways in which the resources can be

adapted for particular subject or programme areas.

Learning with the OU directs students to Skills for OU Study, which provides guidance, interactive activities, and video and audio assets (<http://www.open.ac.uk/skillsforstudy/>). We have developed booklets to complement these online resources including the booklet Develop Effective Study Strategies, which focuses on active learning, review and reflection, and managing time.

Level 1 courses at the OU introduce students to university-level study and therefore integrate resources and activities for students' skills development. In addition, our work-based programmes have a strong PDP element. However, we are exploring how the generic resources might be used by a range of subjects. Recent developments include making use of a 'develop your skills' self-assessment quiz for a particular programme. Here, depending on a student's responses, they are directed to relevant resources. We are also looking at how MyStuff can provide 'spaces' for particular programmes or courses where students have the opportunity to, for example, identify their skills and reflect on their development through the use of activities.

MyStuff is a personal space for all our students where they can store and organise their records, files, or items. By generating web compilations they can pull together and re-use these items for different purposes, such as when preparing for job applications. The tool provides a learning journal, and a space called About Me has been designed for new users in particular as it guides them through a series of forms so that they can generate a draft CV. MyStuff is also being used on a number of courses and programmes where students can engage with tailored activities by using the e-Portfolio tool.

We are now at a stage when we need to ensure that the new MyStuff tool maps and works well with the PDP resources we provide. For example, the tool itself enables students to record their achievements and reflect on them, but they are also directed to guidance provided in Skills for OU Study, and by the Careers Advisory Service (<http://www.open.ac.uk/careers/>).

We are setting up evaluation work where we aim to more formally review our PDP resources. We need to look at the coherence of the resources, and are accordingly, planning to involve students in an evaluation study. This will help to inform our plans to further improve our PDP provision.

Follow up

- Learning with the OU can be viewed at <http://www.open.ac.uk/learning/index.htm>

- Our blog on the MyStuff e-Portfolio tool can be accessed at <http://conclave.open.ac.uk/MyStuff-info/>

e-Portfolios: the NHS experience

Alex Haig, NHS Education for Scotland

The NHS Education for Scotland¹ (NES) e-Portfolio² is an innovative platform providing assessment, reflective practice and competency development in an enhanced electronic environment for a rapidly expanding diversity of health professionals across the NHS. It provides the individual with new opportunities for learning, improves communication and promotes consistency and quality assured learning. The medium offers efficiency savings with automated analysis and reporting and is advantageous for remote and rural practitioners, providing them with an equitable and localised educational platform. Not only does this system accommodate the mobility of healthcare professionals but it supports workforce planning and quality assurance by providing a rich source of data about process and activity.



The NES e-Portfolio has undergone significant growth since it was piloted with 400 junior doctors in Scotland in 2005. The successful pilot led to customised versions being developed to support learning, assessment and professional development for a range of user groups within UK medicine, as well as new professional groups in dentistry, pharmacy and nursing. The improvements in healthcare education have provided an opportunity to measure success against validated competency frameworks. The e-Portfolio is currently being used by over 16,000 doctors in training across the UK as well as 700 dentists and over 100 pharmacists in Scotland and new pilots are planned for nursing and allied health in the coming months.

Activity on the system remains high, with 95,000 clinical (skills) assessments, 65,000 multi-source feedback assessments and 172,000 educational log entries in the system to date, providing evidence of competency and continuing professional development. Summative assessments submitted by other healthcare professionals to demonstrate competency of individual doctors account for 60% of these entries. A wide variety of other entries and forms have also been submitted, totaling over half a million to early 2008.

A second area of expansion is the undergraduate e-Portfolio, and following a successful pilot with pharmacy undergraduates Robert Gordon University will be expanding its user base to include social work, nursing and healthcare science students. From September 2008 undergraduate dentistry will see the phased introduction of the e-Portfolio across Scotland.

The growth of the system has met with a parallel demand to exchange data with other relevant electronic systems, and a number of partnerships have been established. One of the key partnerships the e-Portfolio has formed is with managed learning environments (Doctors Online Training System³ and e-Learning for Healthcare⁴) where the portfolio records e-Learning reflection and achievement, and the managed learning environments provides direct access to the relevant sections of the portfolio as appropriate. Across the increasing range of electronic partnerships the e-Portfolio is demonstrating efficiency savings, allowing the healthcare practitioner to spend more time with patients while ensuring that learning and skills are transparent and accessible.



Given the broad remit and often high stakes nature (registration with General Medical Council is facilitated by the e-Portfolio) of the projects it is imperative that our work is based upon sound evidence. NES established a systematic review group to comprehensively synthesise the highest quality research across the healthcare professions. The work was conducted under the criteria established by the Best Evidence in Medical Education Collaboration⁵ (BEME) and has been submitted for peer review for publication later this year.

In the 13 months following the initial pilot the e-Portfolio has demonstrated considerable buy-in and support from a diverse range of established healthcare organisations including the Academy of Medical Royal

Colleges, the Conference of Postgraduate Medical Deans, the Federation of Royal Colleges of Physicians and e-Learning for Healthcare. A very notable characteristic is the wide variety of partners drawn together to make it work; whilst over 18,000 trainees are currently using the system there are tens of thousands of additional users collaborating between departments, organisations and professions to ensure the full potential of this unique product is realised.

The NES e-Portfolio reached the finals of the 2007 e-Government National Awards and was included in the British Educational Communication and Technology Agency's 2007 Impact Study of e-Portfolios on Learning, selected as the sole representation of a professional e-Portfolio. Whilst the NHS is responsible for producing and maintaining records for trainee grade health professionals, an increasing number of the software's versions are being sponsored by such bodies as the Academy of Medical Royal Colleges to support continuing professional development and re-certification. There is a strong indication that this unique and transferable ICT development will see significant growth across the UK's healthcare professions, and international collaboration is already in progress to ensure that the UK continues to lead in this field.

¹ www.nes.scot.nhs.uk (accessed 13th May 2008)

² www.nhse-Portfolios.org (accessed 13th May 2008)

³ www.nhsdots.org (accessed 13th May 2008)

⁴ www.e-lfh.org.uk (accessed 13th May 2008)

⁵ www.bemecollaboration.org (accessed 13th May 2008)

Researching Academic Perspectives on Continuing Professional Development in Higher Education

Karin Crawford, University of Lincoln

There has been a considerable amount of research and scholarly writings about continuing professional development (CPD) for academics working in Higher Education, largely emanating from central departments and educational development perspectives. There is, however, very little direct empirical data that incorporates the views, experiences and aspirations of academics themselves. This article then, reports on a pilot research project undertaken at the University of Lincoln, with the aim of filling this gap.

The research project set out to develop insight into the views of academics; exploring of some of the tensions related to the concept of CPD and its implementation in institutions. I am an academic in the institution and believe that to develop a meaningful understanding of CPD practices in academia, it is necessary to start by exploring what academics understand by CPD, what they do and why, taking account of the context within which that happens. To that end, the research was undertaken through qualitative, narrative interviews during the academic year 2007-8. A total of 16 academics, with a range of demographic profiles from across the institution, were interviewed. Additionally five 'key informants'; managers and staff directly involved in the professional development of academic staff, were interviewed.

As readers of this article will be aware, the nature of CPD is complex and the concept is much debated in the literature. Data from this research demonstrates that this complexity impacts on academics' perspectives, with some interviewees reflecting on the challenges of conceptualising CPD within the context of working in a learning environment. However, more starkly apparent was that many of the participants had not previously given any thought to CPD and therefore the notion was essentially alien to them. This was, in part, explained by some, as due to professional development being embedded as an integral element to their daily work. Interestingly, this potentially hidden nature of professional learning, particularly in respect of subject specific development, appears to result in some academics perceiving of CPD as only being those areas of learning that lay outside of their daily working practices.

The influence of the Higher Education Academy 'UK Professional Standards Framework for teaching and supporting learning in higher education' were shown, through this research, to be severely limited. Of the 16 academics interviewed, four (25%) were currently registered as Fellows of the HEA and whilst it should be acknowledged that some of the newer academics were working towards future registration, many still perceived this as having little value or importance. Additionally, few of those interviewed demonstrated any awareness of the HEA subject centres, with those who were aware having little direct involvement.

Many academics also articulated their experiences of the tensions caused by the disparity in perceived status and reward afforded to activities related to teaching and research in Higher Education. The challenge of 'dual professionalism' was raised with some individuals who described how they work to '*integrate two professional disciplines, being for example a professional teacher and a professional manager*' (interviewee) and endeavouring to '*keep myself up to date with...teaching and learning techniques but also with my subject and developments in practice*' (interviewee). Within this, however, it is apparent that for many, developmental needs related

to their subject and disciplinary context, are most often those which are prioritised. This may, however be partially due to the complex, dynamic and pressured academic role and personal career development pathways, rather than representing any explicit avoidance of other aspects of the academic role or indeed institution-wide priorities. The significance of subject-related CPD is also apparent when academics describe the different activities which they perceive as contributing to their professional development. Most commonly these include both formalised education and training opportunities, alongside informal learning. Within this, however many of the activities that academics described represent informal development and learning which is not always perceived as being valued in terms of CPD. It is apparent too that academics place great value on learning through networking, most commonly with colleagues based in other institutions nationally and internationally, but importantly working in similar subject specialisms. Academics, however, express concern about the impact of, what are sometimes seen as, managerialist, performance-led directives and institutional responses to the outcomes of these requirements. One interviewee commented that '*I think it is a stick, rather than a carrot...academics certainly don't respond well to sticks*'.

The voices of the academics in this research illustrate the rich and wide-ranging views on activities that enhance professional development. In taking the findings of this research forward, The University of Lincoln is now seizing the opportunity to harness institutional, disciplinary and individual autonomy, through the facilitation of an institution-wide CPD framework that will recognise and value the whole range of academic professional development, being inclusive of all aspects of the academic role.

The research project itself is also being taken forward to include other institutions so that a comparative analysis can be developed. Furthermore, this pilot project is due to be reported through a chapter in an edited book due for publication later this year: Crawford, K. (*due for publication, 2008*) 'Continuing Professional Development in Higher Education – tensions and debates in a changing environment' in M. Neary, H. Stevenson, and L. Bell (Eds) *The Future of Higher Education: Policy, Pedagogy and the Student Experience* Continuum.

For further information about this project, the researcher, the project development, activity and outcomes, please visit the project website at <http://webpages.lincoln.ac.uk/kcrawford>

News and Events:

PDP and Web 2.0 – Opportunity for partnership?

The University of Bradford

Wednesday 4th June, 2008, 10:30-15:30

With the focus of Web 2.0 in education being very much about engaging in active learning and PDP being about 'learner' ownership, it would appear that PDP and Web 2.0 has the potential for a winning partnership.

This seminar will help you create and encourage a 'PDP Web 2.0 network' for your organisation and beyond. Including contributions from the Universities of Bradford and Leicester.

Eighth National Residential Seminar of the Centre for Recording Achievement

Manchester Conference Centre

Thursday 20th and Friday 21st November, 2008

We are pleased to announce that our annual national residential seminar will take place at the Days Hotel, just 300 metres from Piccadilly railway station.

Further details and the programme will be circulated shortly. Places at this event will be limited so please make a note in your diary now.

Employability and Personal Development Planning – a suitable case for partnership?

Third Annual Joint CRA and AGCAS event

The University of Leicester

Thursday 4th September, 2008, 10:30-15:30

This joint CRA/AGCAS event, the third in an annual series, will:

- Bring you up-to-date with policy and practice agendas at national level.
- Identify a range of partnerships that Careers Services and academic staff may be part of to support effective PDP and
- Showcase examples of such partnership practice, and the learning that has emerged from such initiatives.

It will be relevant to anybody involved in PDP, employability, teaching and learning, and in supporting the professional development of graduates.

Further details and the programme will be circulated shortly. Places at this event will be limited so please make a note in your diary now.

If you have any news items or events that you wish to publicise in the next issue, please email Laura Fletcher at laura@recordingachievement.org with the details.
