Appendix: suggested workshop models

This Appendix contains four possible models for workshops focused on implementing the Toolkit:

Model A: PDP discussion workshop aims to stimulate discussion around the purpose, direction and current success of PDP within an institution.

Model B: student engagement workshop aims to evaluate and explore the levels of student engagement with PDP and to support discussion around future directions.

Model C: staff engagement workshop aims to evaluate and explore the level of staff engagement with PDP and to support discussion around future directions.

Model D: new staff workshop aims to promote the concept of PDP to new academic staff.

Model E: PL and PDP aims to develop shared understanding of the value of PDP in PL.

Model F: WBL and PDP aims to develop shared understanding of the value of PDP in WBL.

Stakeholder participation (see table 1 on page 5)	Workshop model					
	A	**B**	**C**	**D**	**E**	**F**
Policy makers and managers	■		■			
PDP developers	■	■	■	■		
Academic staff	■	■	■	■	■	■
Learning technologists (as appropriate)			■	■	■	■
Careers and/or employability staff	■	■		■	■	■
Quality review team			■			
Students and their reps	■	■	■	■	▥	▥
PSBs and employers	▥				■	■

Table 9: groups of individuals most likely to be involved in the development sessions described in this Appendix. Educational developers are assumed to be acting as lead/joint facilitators for all workshops.

Key: black shading indicates that the model is likely to be of high relevance, while grey shading indicates reasonably high relevance. There is no intended implication from lack of shading that a specific model would be wholly inappropriate for a stakeholder group: this may depend on institutional and discipline circumstances.

Workshop model A: PDP discussion workshop (2.5 hrs)

This workshop aims to raise awareness of the place and purpose of PDP within an institution/school/faculty and could be used for a number of purposes dependent on the current profile of PDP in that institution/school/faculty and the current level of staff awareness/engagement. It could be used, for example, to re-engage staff with the concept at the beginning of a new academic year; to reflect at the end of an academic year; or, in conjunction with the introduction, to update or re-launch a current or new approach to PDP.

Part 1 Welcome to the session and brief introduction from a relevant senior manager (VP or DVC level if this is an institution-wide event, or Dean if a school or faculty-wide event, to highlight the importance placed on PDP) who will also outline the aims of the session (10 minutes).

Part 2 Lead facilitator to ask each individual to reflect on the following question for a couple of minutes, then to share with a partner (or triads if it is a large group) and discuss for a further couple of minutes - 'What role does PDP play in this institution/school/faculty…?' (10 minutes).

Part 3 Lead facilitator takes a comment from each pair/triad and writes on a flipchart/whiteboard. This should be seen simply as a recording process at this point (5 minutes).

Part 4 Three stations will have been set up within the room, one 'manned' by a student (or their representative); another by a member of careers/employability staff; and one by a PSB representative or employer, each station focusing on a relevant trigger from the Toolkit (see below and How to use the Toolkit, p 8) such as 'demonstrating existing personal development plans (or parts of)' or 'providing real life case studies concerning outcomes of PDP'. The workshop participants then 'visit' each station in small groups and have an opportunity to discuss PDP in light of the perspective provided by each station facilitator and each station trigger (15 minutes per station - 45 minutes in total).

Part 5 Break (15 minutes).

Part 6 The small groups return to separate tables to reflect on what, for them, are the most important issues emerging in relation to PDP, for example, student engagement or embedding within the curricula, in light of what they have heard at the stations (10 minutes).

Part 7 The small groups select (or are allocated) an aspect (can be provided on handouts) from the Toolkit appropriate to their emerging key issues and are asked to consider five questions within that aspect that they judge to be key in their situation (20 minutes).

Part 8 Group returns to plenary and generates a second list based on their reflections from the stations and their work with the SAQs. The original and second list are then compared/discussed with a view to exploring the values and importance placed on PDP and possible future directions/developments (30 minutes).

Part 9 Lead facilitator summarises and closes the session (5 minutes).

Part 10 Evaluation of the session itself as appropriate, with a view to evaluation of the **impact** of the session at a later date.

Workshop model B: student engagement workshop (2 hrs)

This workshop aims to evaluate and explore the levels of student engagement with PDP and to support discussions around future directions. Ideally this would be a jointly-led session by a student (or their representative) with a member of academic staff. It could be run at institutional or school/faculty/discipline level and could also be used with students' union sabbatical officers/other student representatives and by academics with groups of undergraduate students.

Part 1   Welcome to the session and brief introduction from the joint-leads, plus outline of the aims of the session. The participants should be provided with an overview of the current level of student engagement with PDP at the institutional/school/faculty/discipline level, as appropriate, via a short presentation with handouts, and introduced to the suggested key issues in relation to student engagement, for example, high levels of engagement in some disciplines but less so in others, challenges in relation to the stability of the platform delivering the system, and so on (15 minutes).

Part 2   Participants are divided into small groups and each group is provided with an aspect from the Toolkit and asked to discuss a selection of questions they consider to be most relevant in light of the issues raised in the presentation (30 minutes).

Part 3   Each group reports back from their discussion, and points are captured on a flipchart by the facilitators (15 minutes).

Part 4   Break (10 minutes).

Part 5   An 'action plan' or 'next steps' proposal is developed from the points on the flipchart by re-dividing the participants into small groups and asking each group to discuss two/three points to develop a distinct section of the action plan or next steps proposal (30 minutes).

Part 6   Small groups feed back on their section of the action plan or next steps proposal which is recorded by the facilitators (15 minutes).

Part 7   Summary and close by the facilitators (5 minutes).

Part 8   Evaluation of the session itself as appropriate, with a view to evaluation of the **impact** of the session at a later date.

Part 9   The full action plan/next steps proposal should be distributed by the facilitators to the workshop participants and other relevant stakeholders following the session. A follow-up workshop to review progress is recommended.

Workshop model C: staff engagement workshop (2 hrs)

This workshop aims to evaluate and explore the levels of staff engagement with PDP and to support discussions around future directions. Ideally, this would be a jointly-led session by an educational developer with a member of academic staff and also a student (or their representative). It could be run at institutional or school/faculty/discipline level.

Part 1   Welcome to the session and brief introduction from the joint-leads plus outline of the aims of the session. The participants should be provided with an overview of the current level of staff engagement with PDP at the institutional/school/faculty/discipline level, as appropriate, via a short presentation with handouts, and introduced to the suggested key issues in relation to staff engagement, for example, differing levels of value placed on the PDP process, lack of knowledge about PDP (15 minutes).

Part 2   Participants are divided into small groups and each group is provided with an aspect from the Toolkit and asked to discuss the questions they consider to be most relevant in light of the issues raised in the presentation (30 minutes).

Part 3   Each group reports back from their discussion, and points are captured on a flipchart by the facilitators (15 minutes).

Part 4   Break (10 minutes).

Part 5   An 'action plan' or 'next steps' proposal is developed from the points on the flipchart by re-dividing the participants into small groups and asking each group to discuss two/three points from the flipchart to develop a distinct section of the action plan or next steps proposal (30 minutes).

Part 6   Small groups feed back on their section of the action plan or next steps proposal which is recorded by the facilitators (15 minutes).

Part 7   Summary and close by the facilitators (5 minutes).

Part 8   Evaluation of the session itself as appropriate, with a view to evaluation of the **impact** of the session at a later date.

Part 9   The full action plan/next steps proposal should be distributed by the facilitators to the workshop participants and other relevant stakeholders following the session. A follow-up workshop to review progress is recommended.

Workshop model D: new staff workshop (1.5 hrs)

This workshop aims to introduce and promote the concept of PDP to new staff. It could be run at institutional or school/faculty/discipline level for new staff as a stand-alone workshop, as part of new staff induction or as a component of a Postgraduate Certificate in Teaching in HE programmes. Use should be made of relevant Toolkit triggers (see below and How to use the Toolkit, p 8) and aspects from the Toolkit appropriate to the specific group of participants.

Part 1   Facilitator introduces the topic and the aims of the session and makes a brief presentation outlining the role and value placed on PDP within the institution. The presentation should also include the aims of the PDP process; what form PDP takes at the institution; and the benefits in relation to supporting student learning and employability (15 minutes).

Part 2   Participants should be put into small groups to discuss their initial reactions to and/or previous experience of PDP. Ideally, each small group will be facilitated by an educational developer or student (or their representative) or member of careers service/employability (15 minutes).

Part 3   The small groups should then be asked to consider questions from an aspect of the Toolkit most relevant to them. For example, new academic staff on a PG Certificate programme could be asked to consider Aspect G (page 37) and Aspect H (page 42) or a group of manager/administrators could look at Aspect A (page 12) (30 minutes).

Part 4   Break (5 minutes).

Part 5   Small groups feed back their comments which are detailed on a flipchart by the facilitator (15 minutes).

Part 6   Each individual is asked to reflect on an area of the discussion that they would personally like to explore further and to make notes to this effect, for example, new members of staff with regard to finding out how PDP is embedded within the curriculum in their disciplinary area (5 minutes).

Part 7   Summary and close by the facilitator (5 minutes).

Part 8   Evaluation of the session itself as appropriate, with a view to evaluation of the **impact** of the session at a later date.

Workshop model E: PL and PDP (2 hrs)

This workshop is for university staff and employers and aims to develop shared understanding of the value of PDP in PL and explore the implications of PDP in PL to meet the demands of all stakeholders.

Part 1 Welcome and introduction. Brief input covering the range of PL and the process and product of PDP (10 minutes).

Part 2 In small groups, discuss the highlighted questions in relation to one type of PL and share key points in plenary (30 minutes).

Part 3 Put participants into small mixed groups containing employers and university staff. Each group focuses on one of the following questions (30 minutes):

- •   What would help employers see the value of PDP in PL?
- •   What would help students use PDP in PL?
- •   What are the advantages for universities of PDP in PL?

Part 4 Each group reports back to the plenary (20 minutes).

Part 5 In plenary, identify the challenges for each of the stakeholders and consider how they could be taken forward (20 minutes).

Part 6 Evaluate the workshop (10 minutes).

Workshop model F: WBL and PDP (2 hrs)

This workshop is for quality review teams, academic staff, PSBs and employers and aims to develop shared understanding of the value of PDP in WBL; and identify or create opportunities in WBL that satisfy the employer's plans, meet the student's learning needs and match the academic requirements of the university.

Part 1 Welcome and introduction. Brief input covering the definition of WBL and the process and product of PDP (10 minutes).

Part 2 In small groups, explore aspects of the table of implications of WBL for PDP and share key points in plenary (30 minutes).

Part 3 Put participants into small groups containing employers and university staff. Provide each group with a profile of an employee student. The task is to identify opportunities within the workplace to meet the student's learning needs. For each opportunity, the group should consider who will provide support to help the student relate to underpinning knowledge and provide evidence of competence (30 minutes).

Part 4 Each group reports back to the plenary (20 minutes).

Part 5 In plenary, identify the challenges for each of the stakeholders and consider how they could be taken forward (20 minutes).

Part 6 Evaluate the workshop (10 minutes).

Sample profiles

1   Pat is a trainee manager in a hotel and is taking a management qualification. Pat's university curriculum has focused on human resources procedures, and the student needs to provide evidence of competence in recruitment, selection and induction.

2   Ali is a police sergeant in a rural area in charge of the community safety initiative who has enrolled in a diploma in policing studies. The course assessment requires evidence of leadership abilities.

3   Jo, an administrator in a small business, aspires to become an accountant and is undertaking a professionally endorsed distance-learning programme. Jo is required to do an audit trail of financial records.