

PDP questionnaire: for use by personal tutors

The aim of the PDP policy is to ensure that students within the Faculty of Humanities and Performing Arts:

1. become more effective independent and confident self-directed learners;
2. improve their general study skills and their capacity to plan their programme of study;
3. improve an awareness of the skills that they are developing through their learning and are able to reflect on those skills;
4. are able to articulate their own personal objectives, identify their strengths and areas for development, and evaluate their progress;
5. are able to transfer and apply their learning in different contexts;
6. are better prepared for employment or self-employment after their studies.

In order to achieve this aim the acquisition of the following skills is encouraged:

1. communication – the ability to communicate orally, in writing, or via electronic means, in a manner appropriate to the audience;
2. team work – being a constructive team member, contributing to the success of the team;
3. leadership – being able to motivate and encourage others;
4. initiative – the ability to see opportunities and set and achieve goals;
5. problem solving – the ability to think issues through in a logical way in order to determine key issues;
6. flexibility and adaptability – the ability to handle change and adapt to new situations;
7. self-awareness – the ability to know one's strengths and skills and have the confidence to act on these;
8. commitment and enthusiasm - the ability to pursue projects with energy and enthusiasm;
9. interpersonal skills – the ability to relate well to others and establish good working relationships;
10. numeracy – the ability to understand and interpret numerical data, statistics, and graphs.

The following questions will hopefully allow personal tutors to gain insights into student motivation and any uncertainty they may face. This can be particularly relevant with first year students.

There could be signs of students becoming disengaged and there may be occasions when you need to refer students to a careers adviser.

Students need to see the possible links between their course and the generic transferrable skills gained, as many graduate jobs are not degree specific.

The interview should be seen as a relatively simple intervention, and tutors could email the questions to be filled in prior to meeting or use them as prompts for discussion.

1. What were the reasons why you chose the course?
2. What aspects of your School / College career did you find challenging and why?
3. Consider each of the ten transferable skills given above. Please score yourself against each of these ten skills (on a scale of 1-5, with 1 being the lowest).
4. How will the modules that you will be taking help you to develop and enhance these skills?
5. Have your spare time/leisure activities contributed to personal and skills development up to now?
6. How have other life experiences (such as employment, travel, family life) impacted on your personal and skills development?
7. What skills and personal attributes would you like to develop by doing work experience/volunteering/working part time while you are at Trinity Saint David?
8. Are you already able to give a brief sketch of your current career and life goals?
How do you see the relationship of your course to these goals?

For more support please see: <http://www.uwtsd.ac.uk/careers/>

