



Work Experience Module

Flexible Combined Honours

Module Guide

FCH2015 – 15 credits

FCH2030 – 30 credits

Introduction

The Work Experience module (WEM) enables you to experience the world of work/volunteering and to develop your personal and employability skills whilst gaining credits towards your degree.

This booklet has been developed to guide you through the module and covers most of the materials you should need. Use it as your first point of reference, it provides important background information for the module and lots of good tips to help you maximise the value of your work experience placement.

The Work Experience module is above all, about *you* and *your* development and is, without doubt, what *you* make it! The more you put into it, the more enjoyable and worthwhile it will be!

If you have any questions about your work experience, please make contact:

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Module descriptions are at:

15 credits – <http://www.exeter.ac.uk/fch/work-experience/fch2015.php>

30 credits – <http://www.exeter.ac.uk/fch/work-experience/fch2030.php>

General information is at:

<http://www.exeter.ac.uk/fch/work-experience/index.php>

*Any suggestions for inclusion in future editions of the
Module Guide or Appendices are always welcome!*

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WEM – General Information

Requirements of the module

To fulfil the requirements of the module, you will need to (submissions times listed are subject to confirmation):

1. Complete a minimum of 50 hours for 15 credits or 80 hours for 30 credits of learning in practice in a workplace setting that has been agreed with the module tutor.
2. Write a CV. Submitted end of term 1. 5% of the final mark. No set length.
3. Write a letter of application for a job. Submitted week 5, term 2. 5% of the final mark. No set length.
4. Obtain a report based on information provided by the Employer contact via a standard report form at the end of the work experience. 5% of the final mark.
5. Write a reflective and analytical paper-based or web blog journal, written frequently during the period preparing for the work experience and daily during the work experience. Submitted in completed form week 1, term 3. 60% of the final mark for 15 credits or 40% of the final mark for 30 credits. Approx. 6,000 words.
6. For 30 credits only – Write an essay, analysing and reflecting on the overall experience and what has been achieved. Submitted at the end of week 1, term 3. 35% of the final mark. Approx. 2,000 words.
7. Give a reflective and critical oral presentation (using PowerPoint) about the work experience. Presented during week 1, term 3. 25% of the final mark for 15 credits or 10% of the final mark for 30 credits. 15 minutes plus discussion.
8. Recommended, but not part of the assessment, work on a Personal Development Plan (PDP).

Support

You will be supported by:

- Introductory session
- Collaborative review sessions
- Tutorials, email dialogue

Module overview

This module is designed to help you to use your workplace experience as an opportunity for personal and academic development. The module will enable you to critically analyse and reflect upon your learning styles, skills, strengths & weaknesses, plan how you can develop them and learn from the experience.

The module aims to enable learning from the whole experience of work including a focus on learning generic skills and knowledge from the workplace. These include: understanding organisational structures, induction programmes, personal development and lifelong learning through reflection and critical analysis.

Further information on the module is available at:

<http://www.exeter.ac.uk/fch/work-experience/>

Moving Towards Lifelong Learning

Much of your studying in higher education is about the gaining of subject knowledge and developing the critical and analytical skills associated with your subject. This is extremely important; but what is also important is that you can apply this knowledge and, more especially, the kinds of thinking skills you gain through degree study to the more practical context of work. It is also important in a world where jobs are no longer for life, where knowledge is growing and changing at a faster pace than ever before, and where you will need to be flexible and adaptable to cope with these demands, that you are well prepared to take on the responsibility for lifelong learning. This will also be essential to you if you are involved in self-employment.

The Relevance of Lifelong Learning

Lifelong learning requires in particular that you know how to learn from your experiences, whether academic or practical, and whether constantly changing or routine. It requires that you are aware of your strengths and weaknesses and can take responsibility for improving your own performance. Work experience gives an ideal opportunity for doing this, and by working through the module, you have the chance to strengthen and deepen your learning experiences.

Why Experience of the World of Work is Important

Employers require that graduates have knowledge and skills that will enable them to cope more readily with the demands of the workplace today. Key skills or employability skills therefore need to be taken seriously within degree programmes.

Work experience can be of real value to individuals and to employers. However, in itself, such experience is not enough. It is the recognition of skills and awareness of the work context that is important.

It is suggested in a report of the Committee of Vice Chancellors and Principals, in association with the department for Education and Employment and the Higher

Education Quality and Employment group (1998) that there are four major skills areas that relate to employability for graduates:

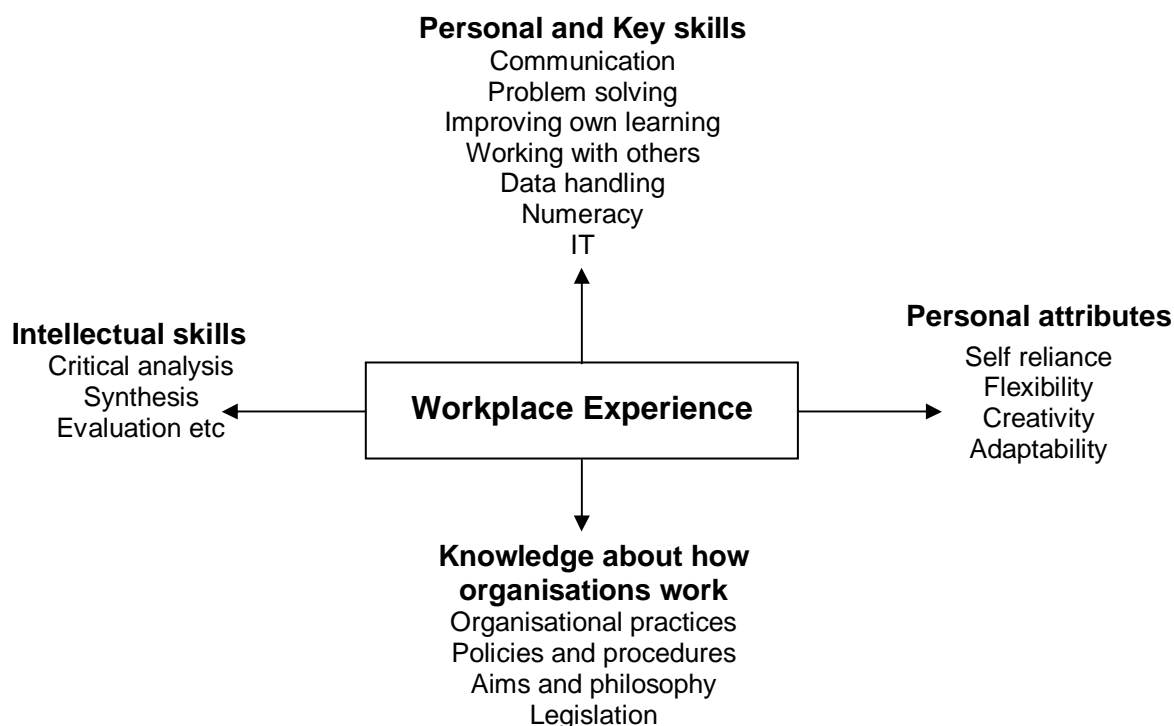
- ⇒ **Traditional intellectual skills**
Critical evaluation of evidence; the abilities to argue logically; apply theory to practice; to model problems qualitatively and quantitatively; to challenge taken-for-granted assumptions.
- ⇒ **The personal and key skills**
Communication; managing your learning; working with others; data handling; problem solving; management of self.
- ⇒ **Personal attributes**
Self-reliance; adaptability; flexibility; creativity; resilience; initiative; reliability.
- ⇒ **Knowledge about how organisations work**
Organisational structure; aims and objectives; induction programmes; appraisal procedures.

Each of these areas is important to work experience, though the extent to which any one area becomes central will depend on the type of work that you are doing. However, critical evaluation, improving your own performance and gaining knowledge on how organisations work will be central.

This module is designed to help you to:

- Develop your personal and key skills
- Build on your strengths and develop your weaker areas
- Increase your employability skills
- Use the transfer of skills effectively
- Become a reflective practitioner
- Become an autonomous learner
- Learn by your experience

The Process of Learning by Experience



Key features in preparing your reflective portfolio

- ⇒ **Selection:** Please remember that you need to give evidence of the **process** of your learning in addition to the **content** of your work.
- ⇒ **Progression:** Show how you have learnt from your experiences and used opportunities to develop your knowledge, skills and understanding during the placement.
- ⇒ **Analysis and reflection:** Show that you have analysed specific experiences and can bring your critical reflection to bear on what you have learnt about yourself and your ability to be effective in a work situation.
- ⇒ **Remember that this is an academic programme:** Students who have obtained good marks for the module have remembered to use an 'academic framework' in which to discuss their experience and learning. For example, by giving comparisons, analyses and assessments of theories about the topics covered, **all clearly referenced** (see section later in this Module Guide for more information on referencing – or click [here](#)).

Module Structure

Unit 1 Making sense of learning through self-awareness

- 1.1 Learning styles: self assessment and analysis
- 1.2 Personal and key skills: self-assessment and analysis
- 1.3 Analysing your strengths, weaknesses, opportunities, threats (SWOT)
- 1.4 Writing a Personal Development Plan (PDP) for the experience

Unit 2 Making sense of the workplace and learning through experience

- 2.1 Analysing induction programmes in organisations/institutions
- 2.2 Investigating the organisation/institution
- 2.3 Revisiting your Personal Development Plan
- 2.4 Describing, reflecting and analysing your performance through reflective log entries.

Unit 3 Final review and planning for the future

- 3.1 Final review of your learning and development
- 3.2 Review and updating of your PDP

Unit 4 Presenting your work

- 4.1 Planning the presentation
- 4.2 The presentation
- 4.3 Reflection and analysis after the presentation

Unit 5 *Curriculum Vitae*, job application

- 5.1 Write a *Curriculum Vitae*
- 5.2 Write a supporting letter for a job application

Unit 6 Essay – for 30 credits only

UNIT 1 Making sense of learning through self-awareness

Objectives

By the end of this unit you will have:

- 1.1 Researched and analysed your learning style
- 1.2 Researched and analysed your personal and key skills
- 1.3 Identified your current strengths and weaknesses and identified future opportunities and threats (SWOT)
- 1.4 Used the information generated by your self-assessments to produce an initial Personal Development Plan, identifying specific personal goals and the actions required to achieve these goals.

Assessment Evidence (can be submitted to the module tutor for formative feedback)

- Research into, identification and analysis of, learning styles
- Self-assessment and analysis of your personal and key skills
- Your personal SWOT and analysis
- Your initial Personal Development Plan

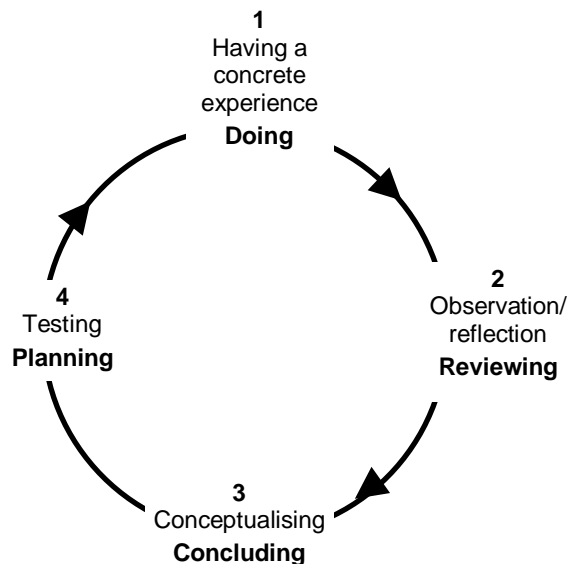
1.1 Knowing, understanding and using your learning style

There are many different ways to learn. The more we can understand the way we prefer to learn, the more we can practise and develop different ways of learning and thus become more effective learners in a variety of contexts.

A theory of learning

Kolb (1984) carried out a considerable amount of research into the way people learn. As a result of his research he put forward a theory that people learn in a cyclic pattern as shown in the diagram below. Kolb suggested that, as we grow up, we develop preferences or tendencies to learn new things in a particular way, without necessarily realising that it is so.

The more choice there is as to how we learn, the more likely we are to let our preferred learning style influence our choice. It is also important to consider both the formal and informal ways in which you learn.



Kolb went on to describe four stages of learning and thought that people are rarely fully effective in all stages:

- Activist
- Reflector
- Theorist
- Pragmatist.

Honey and Mumford (1995) developed a questionnaire to assess your preferences for these four styles of learning.

This is one of many theories of learning. Other theories include the work of Perry (1968), Gardner (1983), Felder & Soloman (1988). Research into learning styles will provide many other theories.

Complete the following activities to consider your own learning:

- 1 Think about the different ways you have learned a variety of activities.
- 2 Research different learning styles e.g. those suggested by Kolb (1984), Honey & Mumford (1995), Felder & Soloman (1988), Gardner (1983), and Perry (1968).
- 3 Complete a variety of learning styles self-assessments (minimum of 3). What have you learnt from them? Do you agree with the findings? Assess whether you consider some methods to be more effective than others.
- 4 Analyse your own preferred learning style. What actions do you need to take to become a more effective learner? How will you develop your learning style(s)?
- 5 Make a list of the areas you need to develop and actions you will be able to take to assist this process. These actions should be included in your Personal Development Plan (PDP).

1.2 Personal and key skills

A variety of generic skills are required to be effective at both work and in our daily lives, for example managing time, problem-solving, setting goals, communicating in a variety of ways. Many of you will have monitored or evaluated such skills while at school, or in the workplace, and some of you may have qualifications in personal and key skills.

What is important is that, whatever your previous experience, you continue to develop skills at higher levels and in new contexts. You can never say that you have 'done', or 'learnt' a key skill and that you don't need to think about it again. The whole point of such skills is that you use and refine them all the time and that you can readily transfer your skills to new experiences and situations.

After you have completed the 'Personal and key skills: self-assessment' on the next page, undertake some further research and analysis into the definition and assessment of personal and key skills, and the development of transferable skills.

Analyse your strengths and areas you would like to improve. To what extent does it matter if you are weak in some areas? How might you improve your weaker areas?

How will you prove you have rated yourself correctly? Do you have experience or qualifications to justify your score?

Personal and key skills: self-assessment

(Form can be downloaded from

<http://as.exeter.ac.uk/media/level1/academicsserviceswebsite/studentandstaffdevelopment/documents/pdf/Personal%20and%20Key%20Skills%20Self%20Assessment%20Audit.pdf>)

1. Started but need more practice					2. Able to do this with some help
3. Competent without help					4. Competent and able to help others
	1	2	3	4	Evidence /Justify your rating
SELF MANAGEMENT <ul style="list-style-type: none"> ▪ Use, evaluate and adapt a range of academic skills (analysis, synthesis, evaluation, argument) ▪ Manage your time effectively (meet deadlines, get to appointments/classes on time) ▪ Set realistic objectives, priorities & standards ▪ Monitor, evaluate and adapt own performance ▪ Clarify personal values ▪ Evaluate your own potential for employment ▪ Show intellectual flexibility (be willing to see that there may be more than one way to solve a problem) ▪ Take responsibility for acting in a professional/ethical manner ▪ Deal with criticism constructively 					
MANAGING YOUR LEARNING <ul style="list-style-type: none"> ▪ Take responsibility for your own learning and personal growth (monitor, evaluate and adapt your own performance; work towards long term aims and goals) ▪ Demonstrate an awareness of learning processes ▪ Set realistic objectives, priorities and standards ▪ Develop, evaluate & adapt learning strategies ▪ Use learning in new or different situations/contexts ▪ Learn through collaboration ▪ Purposefully reflect on own learning and progress 					
PROBLEM SOLVING <ul style="list-style-type: none"> ▪ Identify the key features of the problem ▪ Think laterally about the problem ▪ Conceptualise the issues ▪ Identify the options ▪ Identify solutions ▪ Plan and implement a course of action ▪ Carry out solutions ▪ Monitor evaluate and adapt solutions and outcomes 					

	1	2	3	4	Evidence /Justify your rating
<p>1.2 Personal and key skills (cont'd:)</p> <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Present oral/visual information competently • Use appropriate language in a range of activities (essays, reports, presentations, interviews) • Listen actively and effectively • Offer constructive criticism • Verbal communication (speak fluently and confidently to a variety of audiences) • Produce a variety of written documents (using appropriate formats, accurate information, spelling, punctuation and grammar) • Use charts, diagrams and other illustrations to support verbal and written communication • Evaluate and adapt strategies for communication 					
<p>WORKING WITH OTHERS</p> <ul style="list-style-type: none"> • Plan with others (ensure clear goals, take responsibility and carry out appropriate tasks) • Respect the views and values of others • Adapt to the needs of the group/ team (take initiative, lead, delegate, stand back, negotiate etc) • Assist and support others in learning • Delegate and stand back • Negotiate with individuals/groups • Work to collective goals (work to agreed plans, within agreed resources) • Monitor, evaluate and assess processes of group/team work 					
<p>DATA HANDLING</p> <ul style="list-style-type: none"> • Use appropriate sources of information (library, retrieval systems, IT, people etc) • Use appropriate technology and media including IT • Handle large amounts of information and data effectively • Record and interpret results / data • Interpret a variety of information forms • Use appropriate numerical information • Use information critically and innovatively • Use data as a tool in support of argument • Translate data into words, visual images, concepts • Evaluate and adopt strategies for handling data and information 					

1.3 Analysing your strengths, weaknesses, opportunities, threats

It is important to be able to reflect on and analyse your strengths but also to consider areas that you need to develop, so that you can recognise what opportunities are available and where you might have problems in the future. To be of value you need to take an honest and critical view of yourself. This can be done using a SWOT analysis.

Sample SWOT

<p>Strengths (Current)</p> <ul style="list-style-type: none"> - an ability to get on with people - reliable - hard-working - able to take initiative - honest - research skills - attention to detail - analytical skills 	<p>Opportunities (Future)</p> <ul style="list-style-type: none"> - gain experience of dealing with people - get experience of the world of work - work abroad - work in a team - earn money
<p>Weaknesses (Current)</p> <ul style="list-style-type: none"> - time-keeping - lack of confidence when dealing with people - no work experience related to academic studies - lack of spreadsheet and database skills 	<p>Threats (Future)</p> <ul style="list-style-type: none"> - being unsupported at work - fitting into the company culture - transport problems may result in my unreliability

Complete a personal SWOT analysis.

Include information you gained from identifying your learning styles and personal and key skills. Carry out this analysis over a period of time and ask friends and relatives for their viewpoints. You can also discuss this with the module tutor.

Have you included?:

Intellectual skills	Personal and key skills
Personal attributes and qualities	Work experience issues
Academic issues	Future aspirations

Reflect on how you are going to develop your strengths and weak areas, minimise the potential threats and maximise future opportunities.

1.4 Preparing a Personal Development Plan

To enable you to gain the most from your work placement you need to be clear what you want to learn from the experience. You should develop a Personal Development Plan (PDP), which will include personal goals for the work experience.

The analysis of your learning styles, personal and key skills and SWOT should all have helped you to identify areas that you need to develop.

You may also have evidence from other sources, such as tutor feedback. Use the list of development needs below to help you identify your goals for the plan.

Development needs

- Identified through analysis of learning styles, and personal and key skills
- Identified through SWOT analysis
- Identified from other sources (include the sources)
- Academic and research
- Work experience goals
- Future career, employment/self employment goals and direction
- Personal and social goals

Goals

You need to be clear about what you want to achieve and need to know when you are successful. Your goals should therefore be:

Specific – Measurable – Achievable – Realistic - Time-bound (**SMART**)

Your PDP should contain the following headings: -

Goals/ Targets	Action	Success criteria	By when (date)
	<p>How are you going to achieve each goal?</p> <p>You may have several different actions necessary to achieve one goal.</p>	<p>How will you know if you have been successful with each action?</p> <p>How will you measure success?</p>	<p>When should you have achieved your goal?</p> <p>Do some goals need to be addressed before others?</p>

A clear PDP is important if you are to succeed in this module and, by extension, to get the best out of university. Check that your goals are SMART and that your plan is complete. You may find it helpful to discuss your plan with your employer and the module tutor. There is also an example PDP in the appendices which may assist you in understanding the process involved.

Note:

- You need to return to your PDP on a regular basis to review your progress in completing your goals.
- If you are able to achieve a goal completely during your experience you should give evidence of how you have assessed that it is completed.
- You may identify the need for other goals throughout the programme. Any new goals should be added to your PDP.
- If you are not able to complete your goals during your period of work experience, (e.g. because the nature of your work does not give you the opportunity to develop in the areas you have identified), then you should carry these goals forward to your final development plan, and identify ways in which you may be able to develop these areas in the future. Remember to explain your rationale for doing this.

Also remember that if a goal needs several actions, each action will need success criteria and a target date.

There is much more about PDP and electronic PDP (ePDP) at:

<http://as.exeter.ac.uk/support/development/taughtstudents/personaldevelopmentplanningpdp/>

UNIT 2 Making sense of the organisation and learning from experience

Objectives

By the end of this unit you will have:

- 2.1 Completed an analysis of your induction into the organisation and researched induction procedures
- 2.2 Completed an investigation into your organisation
- 2.3 Revised your PDP, taking into account the opportunities within your organisation
- 2.4 Completed several learning log / journal entries based on your work experience describing, reflecting and analysing your performance

Assessment evidence (can be submitted to the module tutor for formative feedback)

- An analysis of the induction you received into the organisation
- An investigation of your organisation
- A revised PDP
- Several completed reflective log/journal entries

2.1 Analysing induction programmes in the organisation

Most organisations conduct comprehensive induction for new employees.

Through induction employees gain knowledge of the organisation, its mission and purpose and how organisation objectives are relevant to the employee.

Induction programmes should contain initial health and safety training.

Effective induction should offer an employee initial training and have knowledge of where they fit within the organisation and who they can go to for further training, support and guidance.

Induction programmes should introduce the rules, regulations and protocols required of new employees

If you have not attended an induction you will need to find out the following:

- Name of Person you are Responsible to
- Commitment / Hours required
- Absence Procedure: (who should you notify if absent for any reason)

- Location of Services: (toilet/ washroom, refreshment facilities, storage)
- Health and Safety: Have you had instructions on the following:
 - A general Health and Safety explanation
 - What to do in the event of fire/emergency
 - Location of any alarm call points/Fire Marshals
 - The location of the First Aid point/box
 - The person responsible for providing First Aid
 - Responsibilities under Health and Safety at Work Act
 - Responsibilities under *Control of substances hazardous to health* (COSHH)
 - Outline of duties you will be allowed to undertake and any restrictions / precautions
 - Risk assessment
 - Risk management
 - Manual Handling and Lifting Regulations

Procedures and Standards relevant to your role, for example:

<ul style="list-style-type: none"> ▪ Essential policies for the role ▪ Complaints & grievance procedures ▪ Training policy ▪ Equal opportunities ▪ Uniform/dress code ▪ Confidentiality 	<ul style="list-style-type: none"> ▪ Quality Assurance ▪ Smoking protocols ▪ Client focus ▪ Organisation protocols ▪ Holiday entitlement
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Other sources of information:

<http://www.cipd.co.uk/subjects/recruitment/induction/>

<http://www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1073791877>

Describe and reflect on the induction programme you experienced, and give your comments on any of the rules and procedures

- Did you receive an induction programme?
- Was it adequate?
- How did it compare to the induction procedures provided by other organisations? You will need to research this.
- What effect did this have on your learning and performance at work? Thinking about these rules and procedures, is there anything you would like to change?
- What are the benefits of an induction programme?
- Research the theory of organisational induction programmes. How does your experience reflect the theory?
- What are the implications for your planned development?

You need to reflect on your induction programme and its effect on your learning. If you did not receive an induction, analyse what type of induction would have been most effective by researching other induction training programmes.

- Why have induction?
- What are the benefits?
- How do other organisations organise them?

Return to this analysis during your reflection on your development.

Did you feel differently about it when you had been working for your organisation for some time?

Were you given all of the information you needed and how did this affect your learning?

2.2 Analysing and understanding the organisation

In order to be effective in the workplace you need to have a clear idea of the purpose and objectives of the organisation, what you are required to do and to what quality standard. The questions below are designed so you can gain this information from your workplace. Some organisations will have this information available to all staff from the first day of employment in an induction programme. Some small organisations might not have this information written down.

Do not worry if your company has not got any formal objectives or structure; use any information you have or can find out.

For information on organisational structure:

www.learnmanagement2.com

<http://www.thetimes100.co.uk/theory/theory--organisational-structure--386.php>

Reflect on the following details:

- What is the organisation's main aim, purpose or mission?
- What are the organisation's objectives?
- Does the organisation have a development plan?
- Does the organisation have an ethos, philosophy or core values?
- Is there an organisational structure with clear lines of communication and responsibilities - Obtain a copy of the organisational structure or draw a diagram that shows people's positions and responsibilities at work.
- What is your role in the organisation? Have you a job description or list of duties? If you have, obtain a copy and summarise it.
- Who do you report to?
- Who will train you to be able to do the job to an acceptable standard? Have you had any induction training? If so what did you do?
- Who helps you when you are unsure of the job? How do you know if your work is at an acceptable standard?
- Is there an appraisal/feedback system in place? If there is, how does it work and what is your involvement in it?

Remember to give an analysis of the implications these have for your learning and your planned experience. You will need to come back to this information while you are completing the module to assess the effect that the organisation has on your development.

2.3 Revisiting your PDP

As a result of reflecting on your workplace and having gained some experience of work, revisit your PDP and assess if any changes are necessary.

- Do you need to revise your plan?
- If you decide not to revise your plan give an explanation of your rationale for this decision
- Have you discussed your PDP with your workplace supervisor?
- Is your PDP realistic and achievable?
- Are there any extra goals or targets you want to add?
- Who in the organisation will help you achieve these goals or targets?
- What learning or training course do you need to participate in to help you achieve your goals and targets?
- Are the target dates practical?

2.4 Describing, reflecting and analysing your performance through a reflective log/journal

This activity is designed to help you to analyse, reflect on, and write about your experiences, so that you will have an ongoing record of what you have achieved, learnt and understood.

What is required in reflective writing?

Reflective writing provides an opportunity for you to gain further insights from your work through deeper reflection on your experiences, and through further consideration of other perspectives from people and theory. Through reflection we can deepen the learning from work.

We reflect in order to:

- Consider the process of our own learning – a process of *metacognition*
- Critically review something - our own behaviour, that of others or the product of behaviour (e.g. an essay, book, painting etc.)
- Build theory from observations: we draw theory from generalisations - sometimes in practical situations, sometimes in thoughts or a mixture of the two
- Engage in personal or self development
- Make decisions or resolve uncertainty
- Empower or emancipate ourselves as individuals (and then it is close to self-development) or to empower/emancipate ourselves within the context of our social groups.

Deepening reflection

When assessing your reflective writing the module tutor will be expecting more than a superficial review of your experience; he/she will be seeking evidence of deeper reflection. This means *moving beyond the descriptive*, and subjecting your experience to greater scrutiny.

Gibbs (1988) outlines the stages for a 'Structured Debriefing', which are based on Kolb's (1984) *Experiential Learning Cycle* and which encourage deeper reflection:

Description:	What is the stimulant for reflection? (incident, event, theoretical idea). What are you going to reflect on?
Feelings:	What were your reactions and feelings?
Evaluation:	What was good and bad about the experience? Make value judgements.
Analysis:	What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on?
Conclusions (general):	What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
Conclusions (specific):	What can be concluded about your own specific, unique, personal situation or ways of working?
Personal Action Plans:	What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

Hatton and Smith (1995) identified the following four levels in the development of teacher reflection from teaching practice. In your reflective writing the module tutor will be looking for evidence of reflecting at the higher levels.

Descriptive writing

This is a description of events or literature reports. There is no discussion beyond description. The writing is considered not to show evidence of reflection.

Descriptive reflective

There is basically a description of events, but the writing shows some evidence of deeper consideration in relatively descriptive language. There is no real evidence of the notion of alternative viewpoints in use.

Dialogic reflection

This writing suggests there is a 'stepping back' from the events and actions which leads to different level of discourse. There is a sense of 'mulling over', discourse with self and an exploration of the role of self in events and actions. There is consideration of the qualities of judgements and possible alternatives for explaining and hypothesising. The reflection is analytical or integrative, linking factors and perspectives.

Critical reflection

This form of reflection, in addition, shows evidence that the learner is aware that actions and events may be 'located within and explicable by multiple perspectives, but are located in and influenced by multiple and socio-political contexts'.

What you are required to do:

- You are asked to record your personal experiences of work and to develop aspects of these experiences, which are important to your learning.
- The important thing is to record **regularly** and to record incidents and experiences that best demonstrate the skills, knowledge and understanding you are trying to develop and which you have outlined in your PDP.
- There are two suggested stages to each reflective log/journal entry:
 - a. Describe what happened
 - b. Reflect on and analyse what happened, what you have learnt from the experience, what you would improve another time, what personal and key skills you have developed, what progress you have made against your initial PDP
- You will have to make decisions about which experiences to write about and how best to describe and analyse them. They should be experiences that are relevant to the development of your learning and your goals. You will also need to write about which areas of skill development or knowledge and understanding they demonstrate.
- When you have completed your log/journal you will be asked to draw the threads together and use them to show what you feel you have learned and how well you can analyse the learning process you have been through.

You are asked to reflect on your experience – the accounts you give must **not** be purely descriptive.

Consider the following when writing your reflective logs/journals:

1. Ensure your reflective writing has a purpose.
2. Reflective writing requires practice and constant standing back from oneself.
3. Practice reflecting writing on the same event/incident through different people's viewpoints and disciplines.
4. Develop deepening reflection with the help of others through discussing issues with individuals and groups.
5. Always reflect on what you have learnt from an incident, what is the theoretical stance and how you would do something differently another time.
6. Try to develop your reflective writing to include the ethical, moral, historical and socio-political contexts.

There are other models that can help you to structure your reflective writing and which you may find more helpful. These can be accessed through library and web research. There are also two reflective journal entry examples in the appendices to this document.

For more information on reflective writing:

<http://as.exeter.ac.uk/eeu/studentskills/iwe/options.shtml>

http://www.bournemouth.ac.uk/study_support/reflective_writing.html

UNIT 3 Final Review and planning for the future

Objectives

By the end of this unit you will have:

- 3.1 Completed the final review
- 3.2 Developed a PDP for the future

Assessment evidence (can be submitted to the module tutor for formative feedback)

- A final review, reflection and analysis of your experiences during the programme
- A PDP for the future

3.1 Final Review

The following activities are intended to help you review your experiences and identify your achievements. Refer to your PDP and reflective log/ journals to help with this final review.

- a) **What do you consider to be your major achievements during the work experience?**
What were these achievements? Why they were significant?
What evidence do you have to support your view?
- b) **Which of your PDP goals do you need to develop further?**
What goals have you not been able as yet to complete and why?
- c) **How do you plan to progress these goals?**
What do you need to do to achieve your planned goals?
- d) **What have you learnt about yourself through reflecting on your experience?**
Answer this question honestly taking time to self assess
- e) **How have you been able to transfer your new skills and knowledge to your academic studies?**
Reflect on how your new skills and knowledge are transferable to your academic studies.
- f) **What are the main ways in which your learning on the modules will be relevant to your future career?**

3.2 Writing a Personal Development Plan for the future

Having thoroughly reviewed your experiences at work, you may have identified some new development needs.

Is there anything you did **not** fulfil in your initial PDP?

Using your self-assessments, reflective logs, feedback from your employer and other sources, develop a PDP for the future. Your future goals may, for example, cover the following areas:

- Academic and further study
- Research
- Career and future direction
- Social/Personal goals
- Volunteering
- Training and development
- Further work placement and experience goals

Unit 4 Presenting your work

Objectives

By the end of this unit you will have:

- 4.1 Planned and prepared the content and structure of your presentation
- 4.2 Delivered a 15-minute assessed presentation
- 4.3 Completed a reflective log entry after your presentation

Assessment evidence (may be submitted to the module tutor for formative feedback)

- A completed preparation plan for your presentation
- A completed assessed presentation feedback form
- A reflective log/journal completed after your assessed presentation

4.1 Planning the presentation

You are required to plan a 15-minute presentation. After the presentation the tutor and other students on the module will discuss the material presented. The presentation and questions should take no more than 25 minutes.

- The presentation should be a reflective and critical discussion of the work experience and what you have learnt from it.
- The presentation should also illustrate how the experience has impacted on your academic study and future aspirations.

Before planning the presentation, read and consider the presentation assessment criteria.

Email the PowerPoint file to the module tutor at least the day before the scheduled presentation. This will allow it to be loaded in advance to save time and possible frustration.

Planning

- Decide the objective of the presentation – what the purpose is of presenting the information – and plan accordingly.
- Consider where the presentation is to take place and who the audience will be. Prepare your material, seating arrangements and visual aids accordingly.
- Choose visual aids that will help you to get the message across, not make it more complicated. You can also prepare visual aids to use as prompts during your presentation.
- Choose your preferred way to prepare your script – for example, on index cards, A4 paper or a 'mind map'. This last method involves working from a central point on the page, writing down ideas as they come to you, under each heading you decide on. An example of a simple mind map is shown in an appendix (below).

Structure

- Plan a clear introduction, body and summary. Remember – 'Say what you are going to tell them, then tell them, and then tell them what you've told them!'

- Plan what you will say to lead smoothly from one section to another.
- Allocate the time so that you have a few minutes at the end for questions.

Content

- Consider your audience and what you need to tell them. (You could also use a 'mind map' to think through and record this). The content of your presentation should give details of your experience and learning during the programme, and your analysis of how you will be able to use this in the future. The section on 'Demonstration of learning' gives further details.
- Organise the body of your script so that it will be easy to follow.
- Remember you will only have a short time to give your presentation so **keep it simple** – better to let the audience ask for further information than to cram too much in!

Delivery

- Remember to look up from your script and make the presentation interesting for the audience.
- Use your visual aids as prompts.
- Speak clearly, at a steady pace, and at a volume that all the audience can hear.
- Try to look relaxed and try not to fidget!
- Look around at different members of the audience. Try to look cheerful and positive!
- Practise delivering your presentation so that you can check that your visual aids are suitable and to check your timing.

Handling questions and comments

- If you would like the audience to save their questions until the end, tell them this in your introduction.
- Try to work out during your preparation what questions and comments are likely to arise so that you can have responses in mind.
- Welcome questions – if you do not know how to answer a question just state that you will look into it and get back to the person who's asked the question.
- There is only a relatively short amount of time for discussion after the actual presentation – after you have answered several questions, or when discussion stops, thank the audience and offer to talk later on a one-to-one basis, if any further information is required.

For some useful information on preparing presentations, see:

<http://www.services.ex.ac.uk/cas/employability/askills/present/index.htm>

There is also an online module covering presentation skills in the self-enrolment section in ELE

There is an example Presentation Mind-Map in the appendices

4.2 The presentation

The presentation will be assessed under exam conditions.

Resources such as computer and multi media projector will be available.

Demonstration of learning

- Give evidence in your presentation of your reflection on your own experience and learning on the programme.
- Demonstrate how you have analysed your learning and how you have used this towards your PDP.
- Show evidence of how the skills you have learned are transferable, how you used them in different contexts and how you intend to do so in future.
- Demonstrate the relevance of your research, learning and experience to your degree programme.

4.3 Reflection and analysis after the presentation

You are required to complete a reflective log/journal entry after your presentation.

Unit 5 CV and Job Application

Objectives

By the end of this unit you will have:

- 5.1 Written a CV
- 5.2 Written a supporting letter for a job application

5.1 Complete a *Curriculum Vitae* (CV)

If you need help with developing CV writing skills please consult the Careers and Employment Service. More information about the service is at:

<http://www.exeter.ac.uk/employability/index.html>.

Further CV information and help, including an on-line CV creator program, can be found at:

<http://www.exeter.ac.uk/employability/cvcreator/>

Ensure that the CV :

- is at least two pages in length
- is clearly presented and contains no errors
- contains your full contact details – address, email etc
- has your education details listed in reverse chronological order (i.e. latest one first)
- contains details of your work experience etc
- has a section covering your skills and achievements (this could be included in the 'employment' section)

5.2 Write a supporting letter for a job application

The following questions are based on those found on real graduate job application forms. They are from a variety of career areas.

These questions have been chosen because they are not related to the degree subject that you have studied. Instead, they relate to the employability skills and attributes that you will have developed during the course of studying for your degree and through your extra-curricula activities.

Employers like asking questions such as these because making a decision on whether to employ you or not based purely on exam results does not tell them whether you will fit in or be reliable. Questions like these are designed to reveal how manageable you will be, how willing you are to learn and to see if you stand out from the crowd.

When you are filling in job application forms, make sure that you read the questions carefully, check your spellings and be positive!

Read your PDP and your Key Skills assessment. These should jog your memory about the experiences that you have had and how you have developed.

Your letter can include reference to one of these questions:

- a. Describe a situation when you have had a real impact on the success of a team. What did you do? What was the outcome of your actions?
- b. Describe a situation where you have worked with other people on a task, activity or project involving mutual co-operation and trust.
- c. Describe a situation where you have influenced others to follow a course of action that you proposed.
- d. Give details of planning that you have done outside of your academic studies that has resulted in the successful achievement of a task. How did your planning affect the outcome?
- e. Identify a time in your life when you have shown flexibility and adaptability. How did this help you to achieve your objective?

For further information and guidance visit the Careers and Employment Service:

<http://www.exeter.ac.uk/employability/students/index.html>

Unit 6 Essay – for 30 credit version of module only

Objectives

By the end of this unit you will have:

- 6.1 Researched and completed a 2,000 word essay

6.1 The essay

The aim of the essay is to analyse and reflect on the overall experience and what has been achieved.

Within the essay you can demonstrate an ability to link an aspect of your learning from the work experience to your programme of study, i.e. show that you can transfer what you gained from the work experience to other areas of learning.

This is an academic essay. It is essential that it is thoroughly researched and that your arguments are well referenced.

Throughout the essay you will be making reference to your learning from the work experience and you are able to make reference to your reflective portfolio (e.g. the journal and the PDP).

You need to evidence critical and analytical thinking and an ability to transfer learning to and from your academic programme and the work experience. There is some further information about the essay within the appendices.

Essay requirements:

1. Include a relatively brief overall analytical discussion of the company/firm/organisation, e.g. What does it do? Place within the market? Aims and objectives?
2. What was your role? Present a critical review of this.
3. What have you learnt? Be as wide-ranging as you want in this discussion.
4. The essay can also take an issue arising from your work experience which can be linked to your degree programme (See Appendix for suggested examples).
5. Research and critically evaluate the contribution of theory in addressing your focus.
6. Approx length 2,000 words
7. Aim to satisfy the following learning outcomes and assessment criteria.

Essay Learning Outcomes

Core academic skills

- To demonstrate a critical awareness of the experiential learning process and an ability to reflect on and evaluate learning from the work experience.

- To demonstrate an understanding of the academic background to the key issues arising from the workplace setting and the learning acquired on this module.

Subject-specific skills

- To demonstrate an ability to link the experience to knowledge and concepts included in your academic curriculum.

Personal and key skills

- To demonstrate an understanding of the nature of Continuing Professional Development and lifelong learning.

The essay assessment criteria will be given out and discussed within one of the module workshop sessions.

Bibliography and in-text referencing

A bibliography is a list of everything you have read for this module. It should go at the end of the main text. Harvard-style referencing – alphabetical by author name – is preferred for bibliographies. Please ensure that you familiarise yourself with this style for both written publications and web-based documentation. Please also ensure that in-text referencing/citations are also accurate.

Careful and accurate referencing is extremely important. The following web materials are very useful:

http://as.exeter.ac.uk/library/using/help/archaeology/information_skills/referencing/

http://www.education.ex.ac.uk/dll/studyskills/harvard_referencing.htm

http://www.education.ex.ac.uk/dll/studyskills/referencing_a_colour_guide.pdf

WHAT IS CHEATING/PLAGIARISM?

Cheating is defined as any illegitimate behaviour designed to deceive those setting, administering and marking the assessment. Cheating in a University assessment is a very serious academic offence, which may lead ultimately to expulsion from the University. Cheating can take a number of forms, including:

- a. The use of unauthorised books, notes, electronic aids or other materials in an examination;
- b. Obtaining an examination paper ahead of its authorised release;
- c. Collusion, i.e. the representation of another's work or ideas as one's own without appropriate acknowledgement or referencing, where the owner of the work knows of the situation and both work towards the deceit of a third party (while in plagiarism the owner of the work does not knowingly allow the use of his or her work);
- d. Acting dishonestly in any way including fabrication of data, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment;

- e. **Plagiarism**, i.e. the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):
- i. Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.
 - ii. Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.
 - iii. Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences.

Any abuse of acceptable academic conduct is subject to University Regulation and will be treated under the Disciplinary Procedure of the University. A range of penalties may be applied to a student found guilty of cheating/plagiarism, including expulsion from the University. The University Code of Good Practice can be found at:

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>

INDICATIVE READING LIST – module bibliography

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- Schön, D. (1990) *Educating the reflective practitioner: toward a new design for teaching and learning in the professions* (Jossey-Bass) (St Luke's Library - 378.013 SCH)

Indicative web-based resources

Useful material on many aspects of learning from work experience is available at:

<http://www.exeter.ac.uk/employability>

and especially

<http://www.exeter.ac.uk/employability/students/jobhunting/>

For guidance on writing reflective material, see:

<http://www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf>

Appendix A: An example of a Personal Development Plan.

This student's plan was written in the context of their work with the Guild of Students Community Action Project

Goal	Action	Success criteria	Date
To improve my presentation skills	<ul style="list-style-type: none"> ▪ Attend presentations skills course through the Guild ▪ Practice presentation & get feedback ▪ Improve technique and resources ▪ Conduct a presentation to Council and get feedback 	<ul style="list-style-type: none"> ▪ To have made two presentations to Council and gained positive feedback from both. ▪ To have made 1 presentation to a local business resulting in funds for sports kit. 	May
			June
To identify and extract appropriate written information to support assignments	<ul style="list-style-type: none"> ▪ To borrow and watch a Tony Buzan video on study skills ▪ To identify clear research questions for next economics assignment ▪ To practice skimming key texts to answer questions 	<ul style="list-style-type: none"> ▪ Watched video ▪ Written questions ▪ Faster at extracting information 	May
			June
			June
To be able to use Excel spreadsheets effectively	<ul style="list-style-type: none"> ▪ Attend Introduction to Excel course at IT services ▪ To produce a budget for Kids club using Excel ▪ To use Excel with assignments 	<ul style="list-style-type: none"> ▪ Attended IT Excel course ▪ Budget produced ▪ Excel used for assignments 	Jan
			Feb
			May
To identify, use new activities with children at Kids club	<ul style="list-style-type: none"> ▪ Talk to and shadow experienced volunteers ▪ Plan, deliver and review new activities 	<ul style="list-style-type: none"> ▪ New activities introduced ▪ Positive feedback from experienced volunteers ▪ Children interested 	Feb
To develop teamwork skills	<ul style="list-style-type: none"> ▪ Assist project leader by organising half term kids event ▪ Organise a RAG raid ▪ Assist in welfare crew road show 	<ul style="list-style-type: none"> ▪ Successful kids event without hitches due to poor communication. ▪ Improved income from RAG raid. ▪ Road show runs smoothly 	Feb
			March
			Jan
To be able to comply with appropriate legislative and H&S regulations	<ul style="list-style-type: none"> ▪ Research all relevant legislation ▪ Attend Health & Safety Training ▪ Attend child protection training 	<ul style="list-style-type: none"> ▪ Have an update to date knowledge of all appropriate legislation ▪ Comply with legislative requirements 	ASAP

Appendix B: Reflective log/journal - Examples

Example 1 – Classroom Assistant

Teaching Teething troubles!

The first Geography lesson, on the British Isles, was difficult. Having requested that I work with children with learning difficulties this was to be expected, but despite knowing this, the lesson proved to be very difficult. The children had spent some afternoons, in the previous term, learning about navigation, i.e. map and compass work. I was hoping to incorporate that into my lesson and use it as a foundation to build on.

The lesson consisted of a verbal discussion on the British Isles. The aim of the lesson was for them to be able to name the four countries that make up the British Isles, name their corresponding capital cities, to locate the regions to which these cities belonged and to name and locate at least one other major city, little of this however was achieved! The lesson became long, tedious and difficult to keep moving. They experienced great difficulties when trying to see that England, Scotland and Wales were in fact different countries on one Island, and even more difficulty in understanding that Northern Ireland was part of the British Isles, but Southern Ireland wasn't, even though both countries belonged were on the same Island, a concept probably not fully grasped by many adults! Additionally, it appeared that their compass skills were weaker than I had imagined and as a result they found difficulty in locating cities in the correct region/area of the country. They could not locate London in the South East or Newcastle in the North East, and had even more trouble when trying to see that Cardiff was in the South East of Wales, but in the South West of the British Isles. By the close of the lesson I felt very demoralised and thought that none of the learning objectives had been achieved, so all in all not really a successful lesson.

It is evident in retrospect that I expected too much of the group. I perhaps pitched the lesson at too high a level for them to understand. Firstly, I tried to cram too much information into a short space of time. Secondly, I didn't use any analogies that would make it easier for them to understand. Additionally, it didn't begin with one piece of information so that I could build up to the bigger picture; instead I gave lots of information with little chance to see if they were taking it in. Having said that, I do not feel that they did not achieve anything; each of them can now name the four countries and capital cities of the British Isles, a positive point to take away from the lesson.

The lesson, despite being unsuccessful, was one that provided me with great scope for improvement and fulfilling my goal set out on my action plan. This teaching style is obviously one that does not work with children of this age or with these learning styles, thus I need to alter the way I teach so that more aims can be achieved in the lesson. The lesson provided me with an example of a teaching style that isn't very efficient with this particular style of 'learner'. As a result of this lesson I am able to set smaller goals. I now realise that I need to alter my expectations of the lessons. I was clearly expecting the children to know more and to understand at a faster rate and thus pitched the lesson above them. Furthermore, I need to improve my personal skills so that I am able to explain one concept in many ways. Perhaps this will come with better preparation for the lesson and understanding the children and the way they work, a little better, both of which will hopefully come with time.

This lesson very much displays the weak points in my learning styles, however with careful work this can be improved. I stated that I need to reflect more and through this log I have achieved this and can, hopefully, now give a better lesson next week. By reflecting on the lesson I can see clearly what worked and what didn't and can thus make alterations for next week's lesson. Subsequently, I can set myself

the small goal of trying to find better ways to teach the geography of the British Isles, through both texts books and Education Websites on the World Wide Web. On reflection this will provide the first step to developing the effective teaching style described in my initial PDP.

Example 2 - Retailing

Training session

Experience.

Tonight I attended a training session at Woolworths. The meeting was divided into two sections, the first half I took a reflector approach by observing what was happening, and the second half I dramatically increased my contribution, and took on a more activist approach.

Communicating.

I have found that my communication skills have improved. I have the confidence to speak out in meetings, yet I have found that by simply listening, and not saying anything, you can still gain a great deal from a situation. Equally in the second half of the meeting I was able to successfully engage in the discussions, and I found my comments well received.

Managing the self.

By observing the conversations I found that I was better able to gauge the 'bigger picture' with regard to the discussions. I found that I was also better able to find flaws in peoples arguments by listening for longer rather than just jumping straight in with my point of view. I found that during the second half of the meeting I was able to increase my contributions to the meeting, and this has helped me to improve my confidence of expressing ideas as a member of a large group, consisting of both old and new staff. This has helped me to achieve an aim of my personal action plan.

Managing the task.

I feel I have successfully achieved my aim of improving my confidence when a part of a large group. I chose the solution of first taking a reflector approach, then as an activist as a result of the suggestions in this module pack. I found that I would still rather contribute, and this is certainly a situation whereby I would prefer not to take a reflector's approach, however again I have shown a situation whereby I can alter my approach accordingly.

Applying/ developing knowledge/ skills.

In adopting a reflector approach I was more equipped to see the 'bigger picture', something that will be more effective for situations where I am not fully aware of all the facts, or when I do not hold extreme views on a topic. My ability to express ideas, as a member of a large group has improved, as has my confidence.

Additional comments

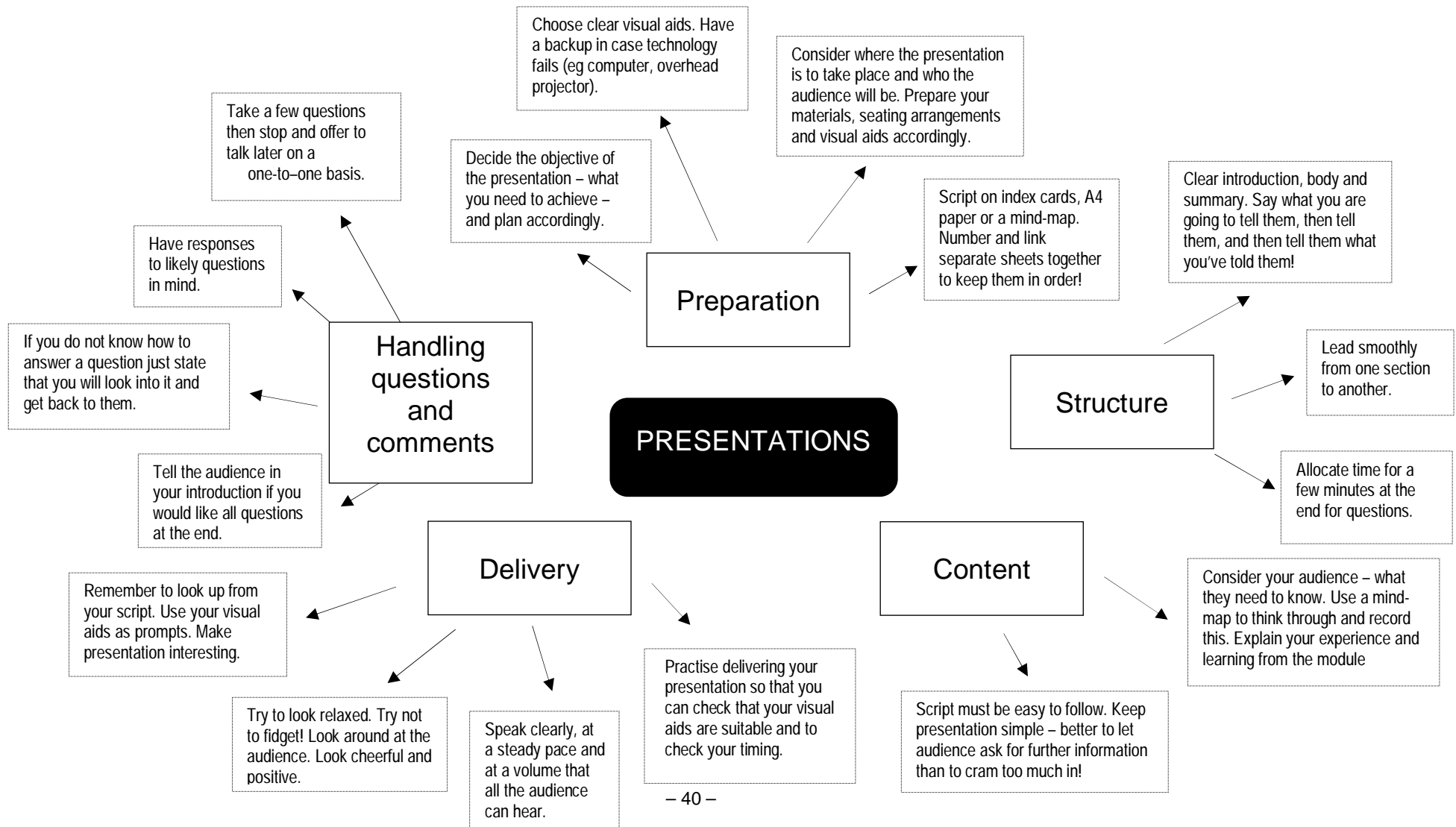
I received positive feedback from my employer as to my contributions during this meeting and I will endeavour to try this approach again.

Read both of these example reflective logs carefully. Do you think they work well? Why?

Appendix C: Sample reflective essays

<i>Subject</i>	<i>Work exp context</i>	<i>Possible essay question</i>
History	Website development	<p>Subject leaning: Explore the impact of the world wide web, and of your own work as a website developer, on your own study of history as an academic subject.</p> <p>Generic: Discuss, with examples drawn from your experience, the ways in which skills developed as a result of your degree programme have, and have not, been utilised in your work placement.</p>
Film	Newspaper (editorial)	<p>Subject leaning: Based on your experience of the workplace, does market drive demand, or does demand drive the market? To what extent might this influence the career choices you make and your own personal development needs?</p> <p>Generic: What are the essential skills required of a newspaper journalist, and to what extent were the skills you've developed as a Film Studies student useful in this context?</p>
Politics	Film-making	<p>Subject leaning: Explore the power relationships at work during the process of making your documentary, giving examples of their impact on your practice and on the final product.</p> <p>Generic: What in your view are the skills required to be an independent film maker, and – with reference to examples of your practice – to what extent do you think they have been developed in the making of your film?</p>
Geography	Community Action volunteering work with the elderly	<p>Subject leaning: How has your experience enhanced your understanding of (eg demography?) and its impact on the ways we provide and care for our elderly people?</p> <p>Generic: To what extent was the work you were required to do influenced by your status as a voluntary worker? How, in your view, has your experience of working in the voluntary sector prepared you for your chosen career?</p>
Computing	Supermarket	<p>Subject leaning: Explore the impact of [a particular form of new] software on your placement context. To what extent did you feel that staff were prepared for change and how did this impact on your own practice?</p> <p>Generic: What is the evidence that supermarket managers are prepared for technological change? To what extent has your degree programme prepared you for working in this sector?</p>

Appendix D: Example of a presentation mind-map



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