



**University of Salford
Faculty of Health and Social Care**

SCHOOL OF NURSING

**PERSONAL DEVELOPMENT
PLANNING
RESOURCES PACK**

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INTRODUCTION

The University of Salford, would like to welcome you to your Programme/Module and thank you for choosing to undertake your study with us.

As part of national requirements the university is required to provide structured and supported opportunities for Personal Development Planning (PDP). PDP used in conjunction with a Personal Development Record (PDR) will provide you with skills and a foundation for similar processes required in the National Health Service (NHS) and other employer organisations. This pack has been designed to help you in planning your personal, academic and professional development during and after your educational programme.

The introduction of personal development planning opportunities for students is a visible commitment by the university in assisting individuals to reach their full potential personally, professionally and academically. The success of PDP however is reliant on the commitment shown to it. This Personal Development Planning Resource Pack has been written to guide students through the processes of PDP and PDR.

The pack comprises of two distinct parts the first of which may be divided into two sections:-

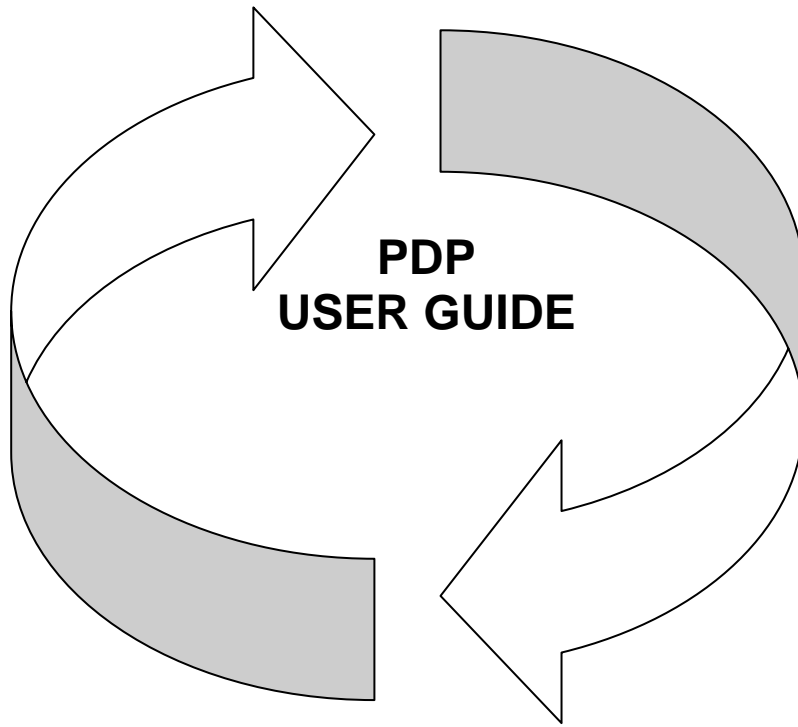
1. The Resources Pack
 - a. The Users Guide
 - b. The Resources Guide
2. The Personal Development Record

These can be placed in a folder from which the first part, (the Resources Pack) can be removed as the second part, (the PDR) expands. As part of your programme/module you may be asked to make public some information derived from your PDR e.g. for assessment purposes, but the PDR itself will remain personal and private.

The aims of this resource pack are to inform you about the PDP opportunities within your programme of study, to identify the personnel who will support you through PDP processes and to introduce you to the PDR.

Confidentiality and Guidelines for Professional Practice

Care must be taken when writing any records or making public any information derived from them, or discussing any issues relating to any record with mentors, personal guides or personal tutor which in any way relate to service users, clients or colleagues. No part of your records should disclose their names or make them identifiable.



Section 1 : PERSONAL DEVELOPMENT PLANNING USER GUIDE

All programmes

Introduction to the guide

The aim of this part is to introduce you to PDP and PDR, to outline the processes involved and to guide you in carrying them out.

What is PDP and what is a PDR

PDP and PDR's are part of the Quality Assurance Agency's requirement that universities provide "progress files" for all students. Progress files consist of :-

- A Transcript
- Personal Development Planning processes
- A Personal Development Record

Transcripts are records kept centrally by the university and include such things as assessment results, grades etc. In Salford transcripts are completed by the university's Student Information Services. They may be available to students on request.

The remaining two aspects are the responsibility of individual faculties and schools and although each school is allowed to develop its' own system any such system must include some core elements

PDP : Personal Development Planning is: -

"A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development."

(Quality Assurance Agency [QAA] 2001)

PDR : Personal Development Records are :-

"An individual's *personal records* of learning and achievements, progress reviews and plans. These records are used to clarify personal goals and provide a resource from which material is selected to produce concise personal statements (e.g. CVs and application forms) required by employers and admissions tutors."

(QAA 2001)

Why PDP

In Higher Education a primary objective of PDP is to improve the capacity of students to understand where they are at in terms of their learning so that they might be more effective in undertaking self assessment and in identifying their development needs. This will enable them to make informed choices throughout their academic and professional career.

For health care professionals working within the NHS the need to provide consistent quality care for patients by highly trained competent personnel underpins the NHS

modernisation agenda (DOH 1998). Practitioners who can recognise their own development needs and implement strategies to meet the needs can assist the NHS in meeting this agenda. PDP also enables life-long learning as it provides practitioners with the opportunity to continuously update their skills and knowledge (DOH 2001).

Other employer organisations require practitioners who can recognise their own developmental needs particularly in relation to contributing to the overall quality of the service offered by that organisation.

Perceived benefits of PDP

Benefits for students

- ◆ Brings together personal, professional and academic development, enhancing their ability to review progress against intended learning outcomes/goals
- ◆ Enables students to identify opportunities for learning and personal development outside the curriculum/ in clinical practice
- ◆ Students are more able to relate what they have learnt to the requirements of academic and professional practice
- ◆ Avoids 'waiting until the last moment' before seeking advice
- ◆ Enables students and nurses to know what is expected of them
- ◆ Leads to increased academic/job satisfaction and reduced stress levels

Benefits for Higher Education and the NHS

- ◆ Improves monitoring of student progress
- ◆ Improves student retention
- ◆ Regular reviews will help prevent 'waiting until the last moment' before seeking advice and support
- ◆ Provides a better interface between student and personal teacher/mentor/appraiser
- ◆ Enables the demonstration of the quality of support given to students
- ◆ Provides a support mechanism
- ◆ Relates learning to academic and professional interests
- ◆ Instils a habit of reflective thinking and a commitment to personal development
- ◆ Enhances an understanding of the importance of being able to learn in new situations & to transfer and apply learning to different situations
- ◆ Highlights priority areas

Personnel Roles to support PDP

Various people are available to support you in completing your educational programme successfully. There are statutory requirements about some of these personnel and their roles and each school in the university has policies in relation to some of these roles. Some of these roles are dual roles in that they offer both support for your personal, academic and professional development but also play a part in assessing your progress in achieving the outcomes of the programme.

Specific support for PDP will be identified in the appropriate programme and module handbooks.

Personal Tutors

The personal tutor is the main person in the university who will support you in PDP and PDR. There are different models of personal tutoring. All students are provided with a personal tutor at the beginning of each module of a programme. In some programmes the tutor will remain with the student for the entire programme, in others for the module only. In some programmes the personal tutor may also have a role in assessment. Some personal tutors may have to satisfy statutory requirements about preparation for this role in terms of appropriate professional or academic qualifications and experience.

Please see the relevant school Personal Tutor policy

The particular model of personal tutoring for PDP used in your specific programme or module will be discussed with you at the start of the programme/module.

Other Personnel

There are other people in the university and in professional practice who can help in facilitating your personal, academic or professional development :-

In the university : Academic staff – subject experts, academic supervisors, programme leaders and intake co-ordinators.

In practice : Managers, Professional Development Leaders, Advanced/Specialist Practitioners, other registered practitioners, and members of inter-professional teams.

The steps of the PDP cycle

The PDP cycle has been introduced by the school within the university framework to provide you with a structured approach to assisting you in the management of your personal, academic and professional career development. The cycle consists of five main steps which need to occur in a particular sequence. However, at any step, previous steps can be re-visited and the final step should lead back to the first step but at a higher level. The steps therefore constitute a cycle (or spiral).

The steps are :-

Self-assessment	Gathering information in order to make judgements about where you are now personally, academically and professionally Identifying your strengths and weaknesses and your developmental needs.
Planning	Deciding where you want to be. Identifying developmental goals and the actions you need to undertake and resources required to achieve your goals.
Doing	Carrying out your plan, experiencing learning and collecting and documenting evidence of learning
Reviewing	Reflecting on your development. Evaluating your achievement, making sense of it, identifying further developmental needs.
Recording	Storing the evidence of your achievement in relation to your planned goals.

Guide to undertaking steps in the PDP cycle

Step 1 Self Assessment

How to carry out self assessment

The aim of self assessment is identify your personal, academic and professional developmental needs in relation to the intended outcomes of the programme/module you have commenced. You will need to carry out some self-assessment at the beginning of any whole programme and/or at the beginning of each semester/module. (also see reviewing).

In order to do this, with the assistance of your personal tutor, you will need to carry out three related activities

- Gather information
 - about the expectations/intended outcomes of the particular programme or semester/module
 - about your self and your current stage of development, personally, professionally and academically
- Analyse and clarify
 - your current role
 - your personal aspirations, strengths and weaknesses in relation to the nursing programme or semester/module.
 - your work, academic and personal interests
- Identify what you need to achieve over the period of the programme or module

Expectations of the programme/module

Locate, obtain and read relevant documents which identify the expectations/intended outcomes of the particular programme or semester/module you are undertaking. These can be copied if paper-based and can be copied or downloaded locally for future reference if electronic. Downloaded materials can be kept electronically or printed out.

Some relevant sources are referred to in the Resource Guide or you can seek the assistance of your personal tutor.

Current stage of development

Identify your prior experience and learning in relation to the programme/module expectations. This information may already be documented in a record of achievement, professional portfolio or previous personal development record. If not then construct a list of all prior academic courses and learning events which you may have attended prior to commencing the programme and collect any certificates or records of achievement together and divide these into personal qualities, academic achievements and professional skills' lists/categories – you may find that these cross over and we suggest you make a note of where and how they interlink on a spider chart.

Carry out an assessment of your specific personal qualities, knowledge or skills by completing relevant self-assessment tools. Some are identified in the Resource Guide, you can seek the assistance of your personal tutor or utilise work-based tools or tools available in your organisation where appropriate..

Identifying aspirations, strengths and weaknesses

Make a list of your own personal wishes in relation to the educational programme or module and what you personally hope to achieve from it, i.e. Write down why you are undertaking the programme or module, what are your expectations/the intended outcomes of the programme or module and what you think you are going to be doing in the future immediately following the completion of the programme or module.

By comparing your current stage of development to the expectations of the programme or module – identify those areas in which you feel confident or strong and those areas in which you feel weak or need to develop.

By identifying themes and/or patterns within those areas identified above draw up a list of “**developmental needs**” i.e. those personal, academic or professional areas in which you need to focus during the programme or module, areas that you think can be explored and built on and or you need to address/improve.

Step 2 Planning

How to plan

The aim of personal development planning is to identify how you are going to meet your learning needs (action planning) and how you will recognise when you have achieved them, (identification of success criteria). You will need to draw up a Personal Development Plan at the beginning of each semester/module.

In order to do this, with the assistance of your personal tutor, you will need to carry out four related activities

- Identify SMART (see below) developmental goals (long and short term)
- Identify resources and strategies for learning
- Identify criteria for success
- Complete the Personal Development Plan form

Identifying Goals

At the start of a whole programme (where applicable) - by considering your list of developmental needs in relation to the whole programme, agree 4 to 5 long term goals with your personal tutor, i.e. specific statements about what you hope to achieve by the end of the programme. These should include personal, academic and professional issues.

At the start of each semester/module (whether a part of a whole programme or as a single module) – by considering any long term goals and/or your list of developmental needs in relation to the particular semester/module, agree 4 to 5 short term goals, i.e. specific statements about what you hope to achieve by the end of the semester/module. These should include personal, academic and professional issues.

It is suggested that these goals statements be “SMART” i.e.

Specific	goals should be written clearly and concisely
Measurable	success criteria should be identified
Achievable	determine what is achievable
Realistic	determine if the goal is realistic
Timely	identify what has to be done by when and by whom

Identifying actions and resources

Discuss with your personal tutor your actions, i.e. what learning/developmental strategies you could employ during the particular semester/module as appropriate to your identified goals.

Discuss with your personal tutor what resources you could use, material or human to carry out your strategies. These may include resources within your trust or other organisation.

Identifying criteria for success

Discuss with your personal tutor how you can recognise when you have achieved your goals. In doing this you will need to

- Ensure your goals are measurable or observable so that their achievement can be measured
- Ensure your goals are timely so that you will have a deadline for reviewing achievement
- Identify the types of “evidence” you will be able to generate that will demonstrate achievement to other people. (also see recording)

The Personal Development Plan

You should complete a new PDP for each semester/module

A School of Nursing pro-forma is available for all students – there are different versions for pre-registration and post-qualifying students, (see the Resource Guide). Alternatively Post-qualified/Postgraduate students may choose to use another document, e.g. a trust or other organisation pro-forma.

Using the school pro-forma at the beginning of each semester/module :-

- Enter the date and self-assessment in the appropriate column
- Enter the short term goals /developmental needs agreed with your personal tutor in the appropriate column
- Enter the agreed actions and resources in the appropriate column
- Enter barriers to achievement and solutions (**post-qualifying only**)
- Enter identified criteria for success/evidence
- Enter a review date (a date at or after the end of the semester – **pre-registration only**)
- Both student and personal tutor should sign and date the form as required.

At the end of each semester/module :-

- Complete reviewing and recording sections (**post qualifying only**)
- Complete comments on the outcomes of the review (**pre-registration only**)

The personal development plan may be modified during the semester/module following discussion with other personnel e.g. lecturers, skills teachers, mentors, trust managers etc.

Step 3 Doing

How to do

The aim of doing is simply to carry out your action plan by utilising the identified actions and resources identified in the plan. At the same time you need to collect and record evidence demonstrating working towards, or achievement of your goals according to the success criteria.

In relation to collecting evidence the PDP should be considered in any context or environment in which you think significant learning could take place. This should NOT be restricted to your professional practice experience. Other contexts could be, studying singly or in groups in school, student extra-curricular activities, leisure activities, part time or voluntary working, family activity and any personal experience.

You need to collect evidence of your learning/developmental activities and their results particularly in relation to your criteria for success. Evidence can consist of any material in any medium which records understandable and verifiable information about actual activities that you have carried out or information about the consequences/results of any activity you have carried out in a relatively permanent form. (also see recording, and your resource guide for examples)

Step 4 Reviewing

How to review learning

The aim of reviewing is to reflect on and evaluate your achievements in relation to both short and long term goals, where appropriate. This can be done with the assistance of your personal tutor and should be carried out towards the end of each semester/module.

When meeting for the purpose of reviewing you need to take with you :-

- Your Personal Development Plan for the particular semester/module
- A list of your long term goals (where appropriate)
- Your evidence of achievement of your goals which needs to include evidence of personal, academic and professional practice achievements. (also see recording).

Your personal tutor will assist you in reflecting on

- If you have achieved your goals
- What has helped or hinder your achievement of the goals
- How your short term achievements have contributed to your long term goals, where appropriate
- The relationship between personal qualities, academic knowledge and professional skills.
- How your various items of evidence may connect and patterns emerge.
- The next steps in building on your current level of development towards your long term goals, where appropriate.

For whole programmes, at the beginning of each year, long term goals should be reviewed and amended or added to. Later in the programme, long term goals should be identified for 6 to 12 months after completion of the programme.

Step 5 Recording

How to record evidence

The aims of recording your Personal Development are

- To provide a focus for facilitating your development on an on-going basis.
- To store evidence of achievements and abilities for the purposes of assessment, APL, CV's, Job applications, Promotion, evidence to meet professional requirements, etc.
- So that you can assemble smaller items into large wholes and discover connections between items so that patterns emerge.

Utilising the Personal Development Record

For the purpose of recording you will be provided with a Personal Development Record (PDR) template. The PDR is intended to be a private document. Post-qualified/Postgraduate students may choose to utilise an existing professional or organisational document. Caution is recommended in including information in any document which is not a PDR and which may be read by others.

You need to build your record by continually adding evidence to it especially following each review of your Personal Development Plans. You can include paper-based documentary evidence in the PDR but it is also advisable to include other compact media, (e.g. CD's, pictures) or reference to other forms of evidence along with their location, (e.g. audio or video cassettes, computer files, web pages or physical objects). This additional evidence should be verifiable.

Evidence should include evidence of personal, academic AND professional achievements and should record connections between items and records of reflections. It may be necessary to offer explanations and/or verifications of some items.

Indexing the evidence

Students may already have a structured indexing system which they may choose to continue.

For the PDR provided by the school -

It is suggested that you divide your evidence up into categories, for example, according to its' nature e.g. if you have several letters, there could be a letters category. Alternatives to this can be discussed with your personal tutor. You need to add dividers to the PDR template to physically divide the evidence into whatever categories you decide upon.

There is no fixed number of categories and no pre-determined categories are identified in this folder. You should discuss with your personal tutor what categories you could use.

Each category could be given a label e.g. A, B, C etc and each item in each category should be given a different kind of identifier e.g. 1, 2, 3, etc so that every item in the record can be identified uniquely e.g. A1, A2, B1, B2 etc and each can be quickly found.

Near the front of the PDR your long and short terms goals should be identified and any amendments in long term goals should be subsequently identified. Long and short term goals should be given identifying labels and they should be cross referenced i.e. it should be identified which short term goals contribute to which long term goals. Note that a specific short term goal may contribute to more than one long term goal.

The evidence in the categories should be indexed against the short term goals so that it can be seen which items of evidence demonstrate achievement of each particular goal. This can be done by placing appropriate evidence identifiers against specific goals.

The PDP Cycle – A Quick Reference Guide

Overview of Steps

- **Self -Assessment** (where am I now)
- **Planning** (planning to achieve goals or general change)
- **Doing** (implementation of the plan, experiencing learning)
- **Reviewing** (reflections on what has happened, making sense of it all)
- **Recording** (thoughts, ideas, experiences, evidence of learning....)

Step 1- Self- assessment

- Gather information about the expectations of the educational programme or module
- Gather information to make judgements about where you are now personally, professionally and academically (SWOT Analysis)
- Clarify & analyse your role
- Identify your key responsibilities- personal/ professional/ academic
- Identify your strengths, weaknesses and developmental needs
- Identify your work/academic related interests
- Identify what you need to achieve over the next 6-12 months

Step 2 - Planning

- Identify smart developmental goals (long and short term)
- Identify strategies, i.e. actions and resources for learning
- Identify criteria for success
- Complete the personal development plan form

Step 3 - Doing

- Carry out your action plan by utilising the identified strategies and resources identified in the plan. At the same time you need to collect and record evidence demonstrating working towards or achievement of goals as set out in the success criteria.

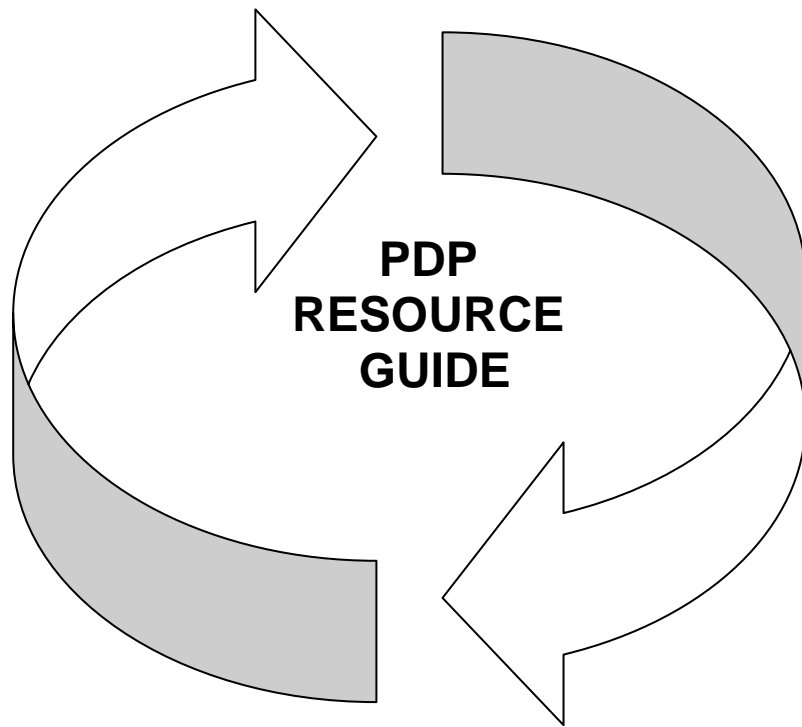
Step 4 – Reviewing

Reflect on:-

- If you have achieved your goals
- What has helped or hindered your achievement of the goals
- How your short term achievements have contributed to your long term goals
- The relationship between personal qualities, academic knowledge and professional, skills.
- How your various items of evidence may connect and if common patterns are emerging
- The next steps in building on your current level of development towards your long term goals.

Step 5 - Recording

- Demonstrate what you have learnt and how it relates to achieving your goal
- Decide how you will do this and clarify with your personal tutor/module leader/programme leader
- Record/store evidence of your achievement/progress as you go along



Section 2 : PERSONAL DEVELOPMENT PLANNING RESOURCES GUIDE

Pre-registration programmes

In this section various resources are provided which can help you with the various steps of the PDP cycle. These include resources which may enable you to look at all three areas of your development i.e. Personal, Academic and Professional.

You do not HAVE to use these resources.

New resources may be added to the pack as time goes by : look out for updates to the pack.

Resources for Self-assessment

Information about nursing programmes

Relevant documents which identify the expectations of the particular programme you are undertaking can be found from the following sources :-

- The Nursing and Midwifery Council (NMC)
- NHS or Department of Health (DH)
- Quality Assurance Agency for higher education (QAA)
- The Salford School of Nursing : Programme curriculum documents and assessment documents
- The University of Salford Information Services Division (ISD) web site
- The University of Salford Education Development Unit (EDU) web site

References to these and other sources are identified in References and Reading.

Your personal tutor may advise you on other sources.

Engaging in PDP in pre-registration nursing programmes

All students must carry out PDP during all years of their programme

- a) PDP is a programme requirement
- b) The Nursing and Midwifery Council require that students complete a portfolio of practice : Your PDR fulfils this requirement

Students must therefore submit a verification, signed by their personal tutor, that they have engaged in PDP in every year of the programme. Please see the flow chart on the next page.

Engagement in PDP Flow chart

YEARLY ACTIONS		SEMESTER ACTIONS	
YEAR 1	START <ul style="list-style-type: none"> Review of prior learning and experience Self –assessment in relation to nursing Agree long term goals with Personal Tutor (to be achieved at end of programme) 	START	S1 <ul style="list-style-type: none"> Self-assess : contribution of semester to long term goals Agree short term goals (to be achieved at end of semester) Formulate PDP plan
Semester 1			S2 <ul style="list-style-type: none"> Carry out actions in PDP plan Collect evidence of achievement
			S3 <ul style="list-style-type: none"> Review development for the semester in relation to short and long term goals. Reflect on and organise PDR Consider development needs for next semester
		END	
Semester 2		START	As S1 Above
			As S2 Above
		END	As S3 Above
Semester 3		START	As S1 Above
			As S2 Above
			As S3 Above
	<ul style="list-style-type: none"> Submit verification of PDP requirement. Review (and amend) long term goals (to be achieved at end of programme) 	END	
YEAR 2	START	START	As S1 Above
Semester 1			As S2 Above
		END	As S3 Above
Semester 2		START	As S1 Above
			As S2 Above
		END	As S3 Above
Semester 3		START	As S1 Above
			As S2 Above
			As S3 Above
	<ul style="list-style-type: none"> Submit verification of PDP requirement. Review (and amend) long term goals (to be achieved at end of first year of qualified practice) 	END	
YEAR 3	START	START	As S1 Above
Semester 1			As S2 Above
		END	As S3 Above
Semester 2		START	As S1 Above
			As S2 Above
		END	As S3 Above
Semester 3		START	As S1 Above
			As S2 Above
			As S3 Above
	<ul style="list-style-type: none"> Submit verification of PDP requirement. Consider goals for preceptorship 	END	

Self-Assessment Tools

River of Life : Charting Your Turning Points

Imagine that your life is a river which bends and turns. Sometimes it turns for the better sometimes for the worse.

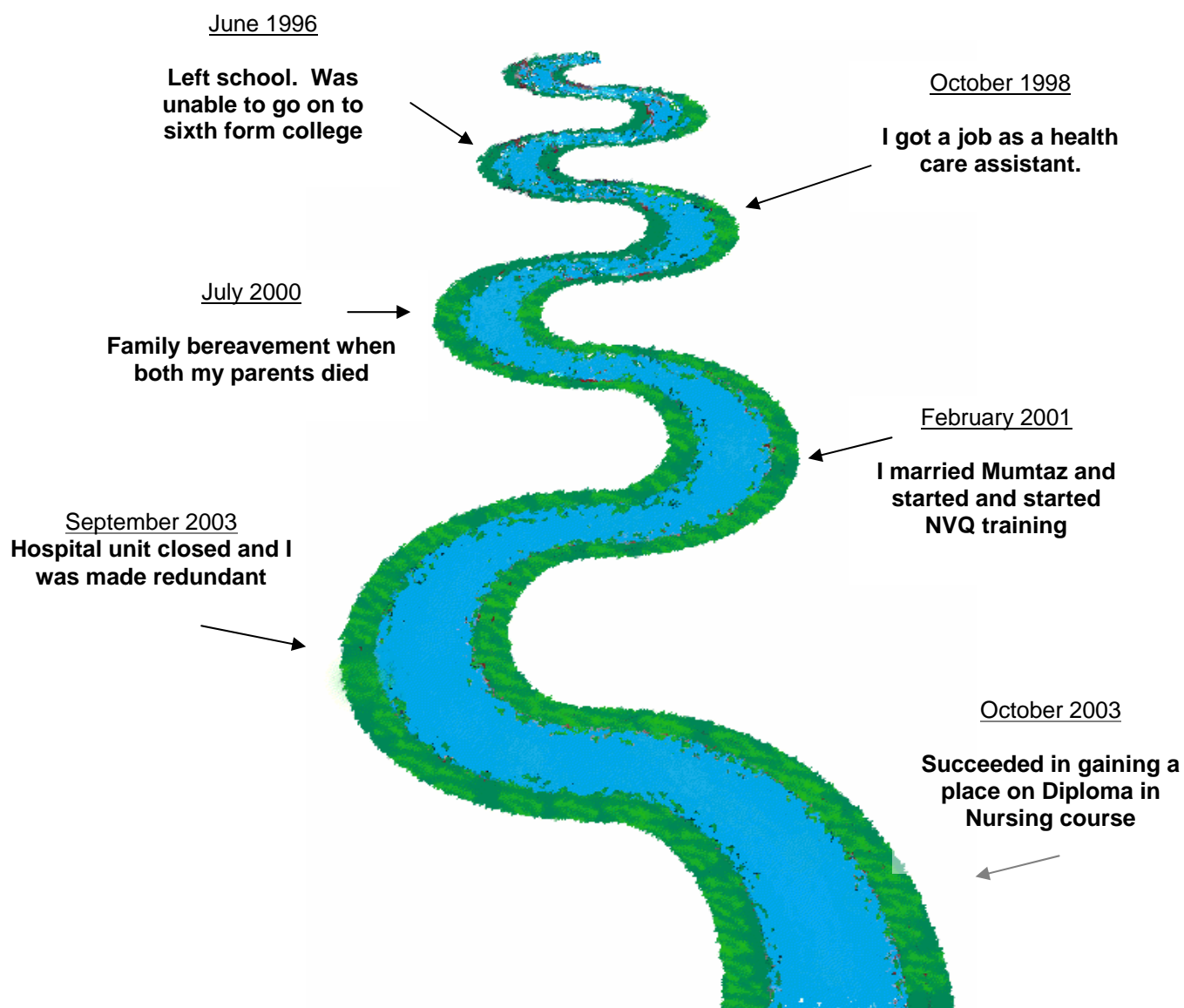
Think about these turning points in your life and draw them on the river. For the better, on one side and for the worse on the other.

Now identify what has contributed to making the better turning points and what has hindered them. What has contributed to the worse turning points and what relieved them or helped you through.

From these identify which of these factors

- Are things that YOU did and could repeat
- Involved support from others, who are they and what did they do
- Are due to circumstances and could the circumstance be altered.

This will enable you to identify those things in your life which you can use to enable positive turning points in your development.



Key Skills Self-Assessment

INTRODUCTION

The development of key skills is seen as integral to your personal and professional development and you will be supported in developing these throughout your programme. Learning outcomes for Key Skills are identified in every module of every programme.

There are six key skills:

- **Managing Own Learning**
- **Communication**
- **Application of Number (Numeracy)**
- **Information Technology**
- **Working with Others**
- **Problem Solving**

Pre-registration students are required to undertake a self-assessment of key skills every year. Evidence of the achievement of Key Skills should be informed by self-assessment. Developmental plans for key skills should be embedded within PDP Plans and plans should be appropriate to the academic level of the programme.

Post-qualifying/Post graduate may use the Key-Skills self-assessment form as part of their personal self-assessment.

An Electronic Key Skills self-assessment questionnaire is available from the self-assessment page in the e-portfolio

Standards of proficiency for pre-registration nursing education

The Standard for proficiency can be found in the standard published by the Nursing and Midwifery Council (NMC) .

The standards identify outcomes that need to be achieved a-by the end of the first year/entry to the branch programme and standard to be achieved by the end of the third year/entry to the NMC register.

The outcomes/standards are reflected in all practice assessments and **MUST** be achieved in order to qualify as a nurse. Looking at these will help identify what you need to achieve during the programme.

A copy of these is available from the self assessment page in the e-portfolio.

Essential Skills

During you pre-registration programme you will need to acquire many skills. Some of these have been identified by the NMC as “essential”. During you programme you may be assessed in these either in school, in practice or both.

Looking at these skills will help you identify some of the skills you will need to qualify as a nurses.

A copy of the skills is available from the self assessment page in the e-portfolio.

Resources for Reviewing

Reflection as part of Personal Development Planning

[Adapted from Cottrell, S (2003) Skills for success: the personal development planning handbook: Basingstoke, Palgrave Macmillan)

The following techniques may be useful for students to use when engaged in reflection and reflective writing and learning:

- ❖ Question based reflection
- ❖ Open reflection
- ❖ Synthetic reflection
- ❖ Developmental reflection
- ❖ Evaluative reflection

Question based reflection is a relatively simple, highly structured technique. It provides prompts and guides students, helps ensure essential elements are included, can give shape and direction, enables all students in a group to reflect on the same set of issues and can help with motivation and to sharpen thinking.

Questions students might use include: Why did I? How did I? Could I have? What was the best? At what point did I?

TUTOR TIP

You may want to consider drawing up a list of questions, use these with your students yourself, ask the students to evaluate your questions and then 'personalise' the questions to best suit themselves.

Open reflection may appear 'unstructured' but can include working through stages in a process or following semi-formal rules to provide a less rigid structure than question based reflection.

Open reflection can make it easier to start on a task by helping to generate thoughts and ideas and allows the imagination free reign which can result in unexpected ideas emerging. In addition open reflection can be more personally relevant than working through someone else's questions.

Techniques can include:

1. Brainstorming
2. Discussion (paired/group discussion can raise challenging questions individuals might avoid but may need to be chaired effectively to limit the breadth of discussion)
3. Day-dreaming (keep, pen and paper, laptop or tape recorder handy to record ideas)
4. Networks (mind maps, pattern notes) follow the natural habit of the brain to look for patterns
5. Free writing (words and phrases, scribble and draw, write in verse) which may require several drafts from generating ideas, exploring issues in more detail, more structured drafts.

TUTOR TIP

Many students may be reluctant to try techniques such as drawing or doodling – encourage students to draw or doodle then ask them to try to analyse for clues about how their mind is working and check this against other evidence. It may not work for everyone but, nothing ventured, nothing gained!

Synthetic reflection involves bringing together different aspects and perspectives.

By enabling students to see links and connection, gain a sense of the 'bigger picture', gain a concrete overview, give shape to the reflective process and draw reflections together into a coherent whole, it can be useful for giving shape to or making sense of, earlier stages of reflection. It can help to find the meaning behind reflection, thoughts and actions and stimulates creative thinking.

TUTOR TIP

Ask students to go over their materials and use techniques such as re-writing, colouring or highlighting sections or illustrating their work to draw out themes.

Developmental reflection focuses specifically on improving performance and achievement and uses as a starting point an analysis or diagnosis of the student's developmental priorities – a questionnaire can be a useful tool for this.

Activities can include focusing on one priority and analysing why this was a priority, what the short and long term goals of achieving this are, what methods to achieve this have already been tried, timescales, feeling or emotions about this priority.

Developmental reflection can also be useful in a number of contexts: for monitoring performance, transferring skills, reflecting on academic, professional or personal development.

Evaluative reflection can include the use of questionnaires and checklists as the starting point for self-evaluation – the questions help to define the field, can be used in a 'before' and 'after' way, can be designed to avoid simple 'yes' or 'no' answers BUT are not particularly useful if used in isolation from other reflective methods. From this starting point, most students will be expected to record reflection by keeping a log or journal as the basis for their evaluative reflection.

Analysis of critical (or significant) events can be useful for students to find out more about themselves. Important occasions are often a useful starting point: The first time you..., the last time you..., a very difficult occasion, a test of character, a turning point in your life. By doing this exercise several times students can be asked to identify the themes which emerge, noticeable areas of improvement in performance over time, areas highlighted for further action which have not been acted upon and why not. Students should also be encouraged to actively use the feedback they receive : were any comments unexpected? Do they agree with the comments made? If not, why not? What steps can be taken to avoid similar comments in the future.

Other techniques to promote developmental reflection include: personal statements, position papers, reflective essays and progress files and portfolios.

Keeping A Learning Diary

Diaries are a personal and confidential record of your individual experiences. You may be familiar with some of the famous diaries that have been published such as Anne Frank's and Tony Benn's. Diaries have also been used to give readers a glimpse into the personal world of teenagers (Adrian Mole) and women (Bridget Jones). Diaries can be informative, emotive and humorous.

Experience in the clinical areas provides a rich source for analysis and self-exploration. Some of these experiences may be remembered for a long time afterwards - perhaps in graphic detail - but many will soon fade in your memory. In terms of understanding these experiences and to get some valid insights, it is very useful to have the details of events and feelings recorded at the time. For this reason you are expected to keep a learning diary, which you will find helpful at the time and very valuable afterwards.

You will probably only record things in your learning diary, which seem of some significance to you. This might be for personal reasons, such as problems of skill, understanding, or emotion, which you experience. It might be for professional reasons in terms of the way things are done or ought to be done. Or it might be for theoretical reasons to do with causes of problems, or thinking about alternative strategies to those involved in the clinical area arising out of your increasing ability to critically appraise your varied experiences.

What you write is entirely at your discretion and will remain private to you unless you ask someone to read your remarks.

You will at identified times be required to discuss aspects of your diary activities during sessions at the University.

Your diary activities will develop over the Programme and form the basis for developing your skills in reflection and reflective practice. As such, they are the foundation on which to build and develop your continued professional development.

In the initial stages, the diaries do not have to be written but you may wish to experiment with diary writing. You may wish to use a variety of other sources to illustrate how you are feeling. For example, quotations from literature, poetry; you can use mind-mapping techniques, audiotapes, video-diaries, pictures or other suitable methods that help you to convey your thoughts and feelings.

N.B. You must maintain confidentiality and anonymity (NMC 2004)

Guidelines For Recording Your Learning Diary

Try to record your diary at the end of each day:

- choose a quiet place to record
- discipline yourself to do this

The information recorded in your diary is confidential and private.

- it is your responsibility to maintain and keep your diary up to date
- record events in full as they occurred:
- describe events
- describe memories and feelings
- identify personnel involved **maintaining confidentiality**
- Reflect on all your diary entries and write a summary using the form enclosed.
- Write this summary in a verbatim style.

This summary can be used as the basis of discussion with your Personal Tutor.

This is the first step towards becoming a reflective practitioner

An electronic form for recording a summary of your diary can be found on your home page in the e-portfolio.

Guidelines For Recording Significant Events

Learning from experience is dependent upon the ability to recall facts about what has happened in the past and to scrutinise them for insight into the future.

Significant events are personal and important to you and are about your learning in relation to achieving competence. Recording events, whether they are happy, sad or triumphant, helps to focus your thinking.

Whilst there are many models for recalling events Teasdale (1996) suggests that a mind map is a useful starting point for reflection on significant events. Once this is completed you can use the document provided to record the event.

PROCESS

1. Think about the event
2. Record the event.
3. Discuss with a colleague, Mentor, teacher
4. Review with your personal tutor
5. Identify new goals for learning

To help you with this, a number of reflective models are available. These will be discussed during taught sessions and your Personal Tutor will guide and support you.

An electronic form for recording a significant event can be found on your home page in the e-portfolio.

Resources for Recording

The main resource with which you have been provided in the School of Nursing is your Personal Development Record, (PDR). Instructions on how to use this are outlined in the user guide and you will be guided in its' use by your personal tutor.

You can, if you wish use other resources for recording your development in conjunction with your PDR such as separate paper folders and/or electronic or multi-media methods for storing information.

These however should be also be referred to in your PDR and their location identified for easy retrieval.

References and Reading

The items identified below are resources which can be used which are either paper-based or electronic (i.e. accessible through the internet).

** = recommended

Paper Based

These provide information about PDP as a whole or particular stages

Bolton, G. (2002)
Reflective Practice Writing and Professional Development.
Paul Chapman Publishing

Burns, S. and Bulman, C. (2000)
Reflective practice in nursing: the growth of the professional practitioner.
Blackwell Science: Oxford

Cook, R (1999) Reflect on the past and plan your future.
Practice Nurse. February 5, Volume 17, No2

Cook, R (1999)
Reflective practice for effective practice.
Practice Nurse. February 19, Volume 17, No3

** Cottrell, S. (2003)
Skills for Success: The Personal Development Planning Handbook.
Palgrave Macmillan

Clouder, L and Sellars, J. (2004)
Reflective practice and clinical supervision : an inter-professional perspective.

Journal of Advanced Nursing. Vol 46(3) p262-269

Gallacher,R (2004)
Gaining a better understanding of reflection to improve practice.
Nursing Times. Vol 100 No23 8 June

Ghaye, T. and Lillyman, S. (1997)
Learning journal and critical incidents: reflective practice for health care professionals
Quay Books: Salisbury.

Ghaye, T. and Lillyman, S. (2000)
Caring moments: the discourse of reflective practice.
Quay Books: Salisbury.

Gustafsson, C. and Fagerberg, I. (2004)
Reflection, the way to professional development.
Journal of Clinical Nursing Vol 13 Issue 3 pp 271 - 285

Jasper, M. (2003)
Beginning Reflective Practice. Foundations in Nursing and Health Care
Neil Thornes Ltd:Cheltenham

Johns,C. (2000)
Becoming a Reflective Practitioner.
Blackwell Science:Oxford.

Lawton, S. (2003) Continuing professional development.
Nursing Standard. Vol 17 (24) pp 41-44

Marks,C.(2001)
Reflective practice in thermoregulatory nursing care.
Nursing Standard July11/Vol15/No43

Petty,G. (1998)
Self Directed Learning in Teaching Today 2nd Ed Cheltenham: Stanley Thomes

Pfund, R. Dawson, P. Francis, R.and Rees B.(2004)
Learning how to handle emotionally challenging situations: the context of effective reflection.
Nurse Education in Practice. 4,107-113

Electronic

These provide information but also usable resources to help in particular stages of PDP

Web site address	Source/Type	Relevant PDP stage(s)
www.campaign-for-learning.org.uk/aboutyourlearning/whatlearning.htm (accessed 27_07_07)	Campaign for learning – Learning styles	1 & 4
www.dh.gov.uk (accessed 27_07_07)	Department of Health	1 & 4
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843 (accessed 27_07_07)	NHS Knowledge, Skills Framework	1 & 4
http://www.edu.salford.ac.uk/scd/progfile/ (accessed 27_07_07)	Salford University EDU PDP toolbox	All
www.edu.salford.ac.uk/studyskills/ (accessed 27_07_07)	Salford University Study Skills	1 & 3
www.mathscope.salford.ac.uk/ (accessed 27_07_07)	Salford University Numeracy Diagnostic test	1 & 4
www.mindtools.com (accessed 27_07_07)	SWOT analysis	1
http://www.nmc-uk.org/aSection.aspx?SectionID=32 (accessed 27_07_07)	NMC Proficiencies Nursing & Midwifery Council	1 & 4
www.palgrave.com/skills4study/pdp/index.asp (accessed 27_07_07)	Skills for study: PDP	1 & 2
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing-final.asp (accessed 27_07_07)	QAA benchmarks statements	1 & 4
www.qca.org.uk/ (accessed 27_07_07)	The Qualifications and Curriculum Authority : Key Skills	1 & 4
www.recordingachievement.org/ (accessed 27_07_07)	Centre for Recording Achievement	All
www.geocities.com/career_personality_test/ (accessed 27_07_07)	Personality tests	1