

**CITY UNIVERSITY  
LONDON**

The University for Business  
& the Professions

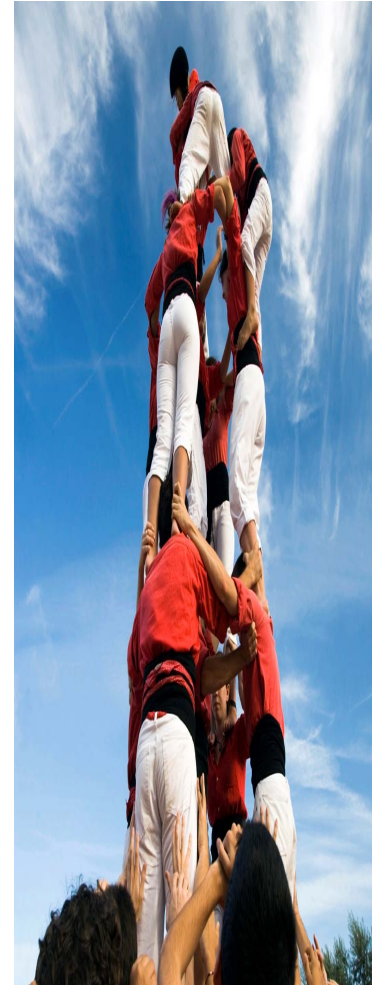
# **Use of the PDP Process and an E-portfolio tool to support Professional & Career Development Learning Activities**

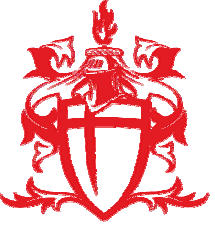
**Mary Ann Kernan**

*MA Publishing Programme Leader,  
Centre for Publishing and Digital Enterprise,  
Department of Journalism*

**Rae Karimjee**

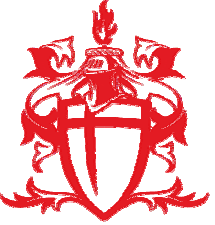
*PDP Consultant,  
Learning Development Centre*





## **Outline**

- **The City context:**
  - *City University's 'strapline'*
  - *Our approach to PDP and employability*
  - *Resources we are using*
- **Case study:**
  - *MA in Publishing Studies*
- **Conclusion + Questions**

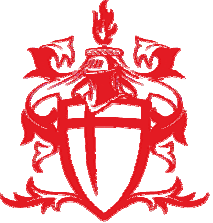


**CITY UNIVERSITY  
LONDON**

The University for Business  
& the Professions

**The City context 1:**  
**City's University 'strapline'**

**The University for Business  
& the Professions**



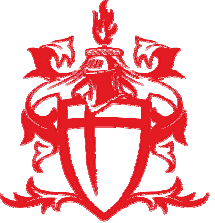
## **The City context 2:**

### **Our approach to PDP and employability**

**“QAA - “ 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”**

#### ***Our aims: to promote***

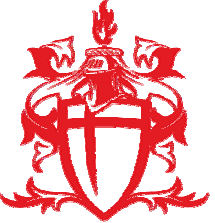
- Self awareness; Reflection; Action planning; Career management**
- Independent lifelong learners; Holistic learning**
- ‘Employability’ as the focus for students - and programme directors**



## **The City context 3:**

### ***Resources we are using***

The Statement Of Intent outlines City University's commitment to Personal Development Planning. PDP opportunities should be made available to **all** students and **“all programmes within the University will be expected to include some element of PDP”**. Where possible these PDP elements should be embedded within the curriculum. Programme Directors will be responsible for providing students with opportunities to engage with PDP.

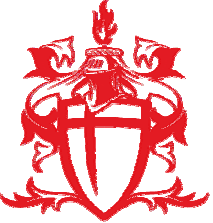


## **Case study:** *MA in Publishing Studies 2008-9*

<http://www.city.ac.uk/journalism/courses/postgrad/publishing/index.html>

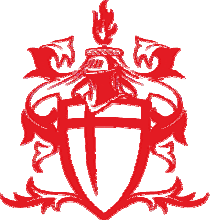
- One-year, full-time MA
- Industry employment conditions = difficult to secure entry-level jobs
- USPs = London, professional, placement, industry links, employment track record, student experience, industry sponsors, problem-based learning
- 17 students (max, 22), global intake
- Some straight from BA, others with a variety of experience
- Compulsory modules throughout





## **MA Publishing career content aims**

- Integrated into programme structure
- Progressive + applied
- Related to personal learning + career goals
- Related to industry competency framework
- Provides a framework to build awareness of personal effectiveness, eg in groupwork, communication and other interpersonal skills, as well as levels industry-specific skill areas



## **MA Publishing: *PDP-related content 2008-9***

**Induction Week** *Personal goal-setting workshop*

**Weeks 1-10** *Publishing and Learning Skills* (non-assessed module)

- **IT tools:** CitySpace and PebblePad (LDC)
- **Career Workshop**, based on Type Dynamics Indicator (Careers) (see [http://www.teamfocus.co.uk/type\\_dynamics\\_indicator.htm](http://www.teamfocus.co.uk/type_dynamics_indicator.htm))
- **CV and interview workshops** (Programme Director, visitors + Careers)
- **Industry-specific skills** (industry visitors)
- Assessed **Learning reflections** relating to three Term 1 modules

**Weeks 11-15** *Placement preparation*

- **IT tools:** PebblePad and Blog inductions (LDC + industry visitor)
- **Placement Reports:** assessment criteria

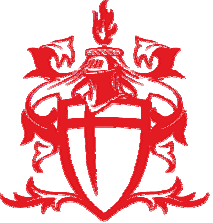
**Placement** (five weeks' full-time, Programme Director supports to find)

- **Placement blog** + reflective and evidence-based **journalling**

**Weeks 16-20** *Summative assessment*

- **Placement 'interviews'** in class
- **London Book Fair** 20-22 April 2009
- Submission of **Placement Reports** (10 credits)





## **MA Publishing Placement Report assessment 2008-9 - 1**

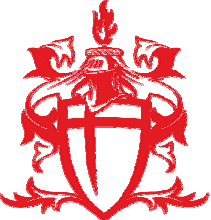
The **brief and marking criteria** for the Placement Reports are:

The Placement Report accounts for 10 credits. It should be delivered as a reflective PebblePad **e-portfolio**, including your **reflective journal** entries since the beginning of Term 1, contributions to the group's PebblePad **blog** during your placements, and a London **Book Fair report**. The target length is the equivalent of *at minimum* 2000 words of commentary with supporting evidence (no length limit *on the supporting evidence*).

You should include **supporting evidence** of your achievements and learning. In your commentary, include reference to applicable **models and theories...** and the Publishing Competencies...

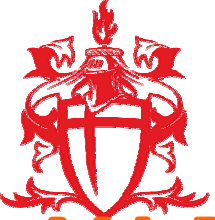
In content, your submissions should include:

- initial **personal placement goals**
- **evidence** of developments in your **knowledge and skill** during your placement: in addition to examples of tasks completed during the placement, such as emails to marketing leaflets (with the permission of your hosts), this is expected to include *at least* one weekly group **blog post** (eg a diary, 'A Day in the Life of...' description, a photo-diary with commentary...); and *at least* two posts/comments in response to others' blog posts



## **MA Publishing Placement Report assessment 2008-9 - 2**

- analysis of your **achievements** during your placement, directly related where possible to the evidence provided in this submission; credit will be given for analysis which demonstrates an **understanding** of the publishing **industry's roles and skills** requirements (eg with reference to the Publishing Competencies and other professional and published sources)
- a **feedback report** from your placement mentor + your response to that report
- **reflective content** on your learning gains, including: your reflective PebblePad entries since September 2008; and a brief report on the London Book Fair (see next bullet). For maximum credit, as with your Learning Reflections in Term 1, this element should include **analysis relating to learning, group and other relevant theory**.
- a brief **report** on the **London Book Fair**, which should demonstrate your understanding of the **commercial function of a book fair** within the publishing industry, with analysis of specific publishing examples; this year's Fair runs from 20-22 April 2009
- identification of **lessons learned for the future**, eg new personal or career goals, development of your CV, jobs applied for/achieved. 10 credits in total



**CITY UNIVERSITY  
LONDON**

## **MA Publishing 2008-9**

### ***The beginning: feedback 1***

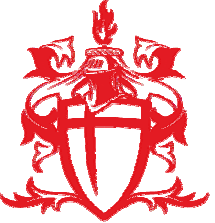
**After Term 1 Careers Workshop:**

- ‘Definitely a brilliant idea’
- ‘It was really good to learn more about yourself and hear practical feedback about how you work in group situations’
- ‘It was different, fun and enjoyable...  
thank you!’

*A video about this workshop will be available on the conference wiki*

The University for Business  
& the Professions





## MA Publishing 2008-9

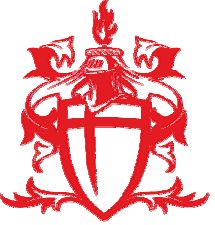
### *The middle: feedback 1 (post-placement)*

'I am glad I had the opportunity to **reflect** and can say that I certainly wouldn't have done it if it wasn't compulsory.

The **workshops made me think ahead** which helped my career goals, without them I would have just focused on the actual MA rather than future employment. This would have been detrimental as **I am doing the MA in order to get a job**, making me plan long term has been extremely helpful.

I **didn't enjoy making a cup person** in one of the workshops as I couldn't see the purpose of it so **found it hard to find meaning** in the workshop.

**Practice interviews** helped me to realise that **you can't wing everything** and finding that out in a classroom rather than a real interview has got to be a good thing.'



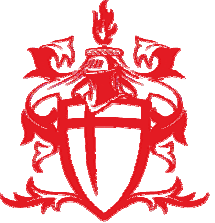
## MA Publishing 2008-9

### *The middle: feedback 2 (post-placement)*

'I don't know whether I can say that doing the cup exercise (for example) will make me more employable. However I totally get what the objective is, to **get us to think about people and personalities** and to garner some **awareness** of the significance of that in the **workplace**....

I think that the **learning reflections** actually in retrospect were **very powerful** for me. I think that having to look at **the way I work with others** and actually analyze what worked and what didn't allowed me to have something to hang my insecurities on [when things went wrong on placement]...

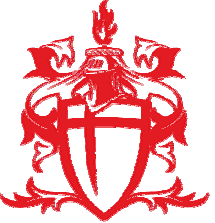
The **interview sessions** were **excellent**.... the people who gave us the mock interviews were potentially the same people who might be on an interview panel for a real job down the line. There's a level of **confidence gained** in the knowledge that we were exposed to **current industry standards** and competencies.'



## MA Publishing 2008-9

### *The end: 2007-8 feedback 1*

‘I did not realize how much I was learning during the MA because I was having too much **fun**. The City **projects, placements** and the **friends** I made during the program have all become valuable life experiences. The lecturers and program director work tirelessly to **help you achieve your goals** and help you **make the connections** needed to get you started in your career.... My lecturers have also helped me make valuable connections which eventually led to **my first publishing job** as an editorial assistant.’

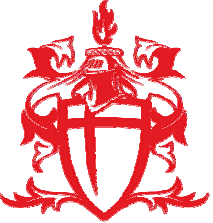


## MA Publishing

### *The end: 2007-8 feedback 2*

‘The course itself was a fantastic mix of **practical training** for the industry, **academic business research** and above all **contact with professionals** from all across the publishing world. I gained a real understanding of the industry, and relished the variety of **problem-based learning**, having come from an entirely essay-based undergraduate degree...

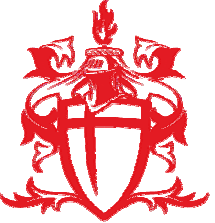
**City's name opened doors** for me both getting **high-profile interview candidates** for my dissertation, and getting **work experience placements** throughout the course. The MA **made my CV stand out** in a crowded field and got me into interviews where I had the knowledge and confidence to get my **dream job** in editorial.’



## **MA Publishing: *The employers' views***

- In 2008-9, four **external reviews** by companies and professional bodies identified the City MA in Publishing as **one of the top four** in the UK
- **John Wiley (March 2009):**  
'The City students, in our recent experience, are more aware and switched on than students from other courses'
- **Penguin feedback on a 2008-9 placement:**  
'He was organised and was well prepared for his work placement. He was enthusiastic, showed an interest in the industry, had general office skills e.g. computer literacy, time management, numeracy. All of which are necessary to get the best out of a work placement...'

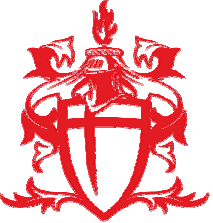




## **MA Publishing: 2009-10 career content**

### **Proposed minor amendments include:**

- A **Professional Portfolio** to combine the Term 1 reflective and career content with the Term 2 Placement Report (delivered through PebblePad)
- **Learning reflection assessment** to be a pass-fail compulsory Term 1 assessment, as a formative element towards the students' Term 2 Placement Reports
- Credit to be allowed for an **individual project** in Terms 1 and 2



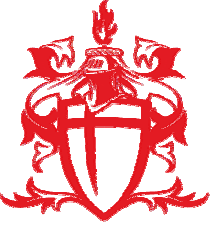
## **MA Publishing: *Conclusions***

*Requirement for career outcomes:*

***Integration, integration, integration***

*Evaluation and research priorities:*

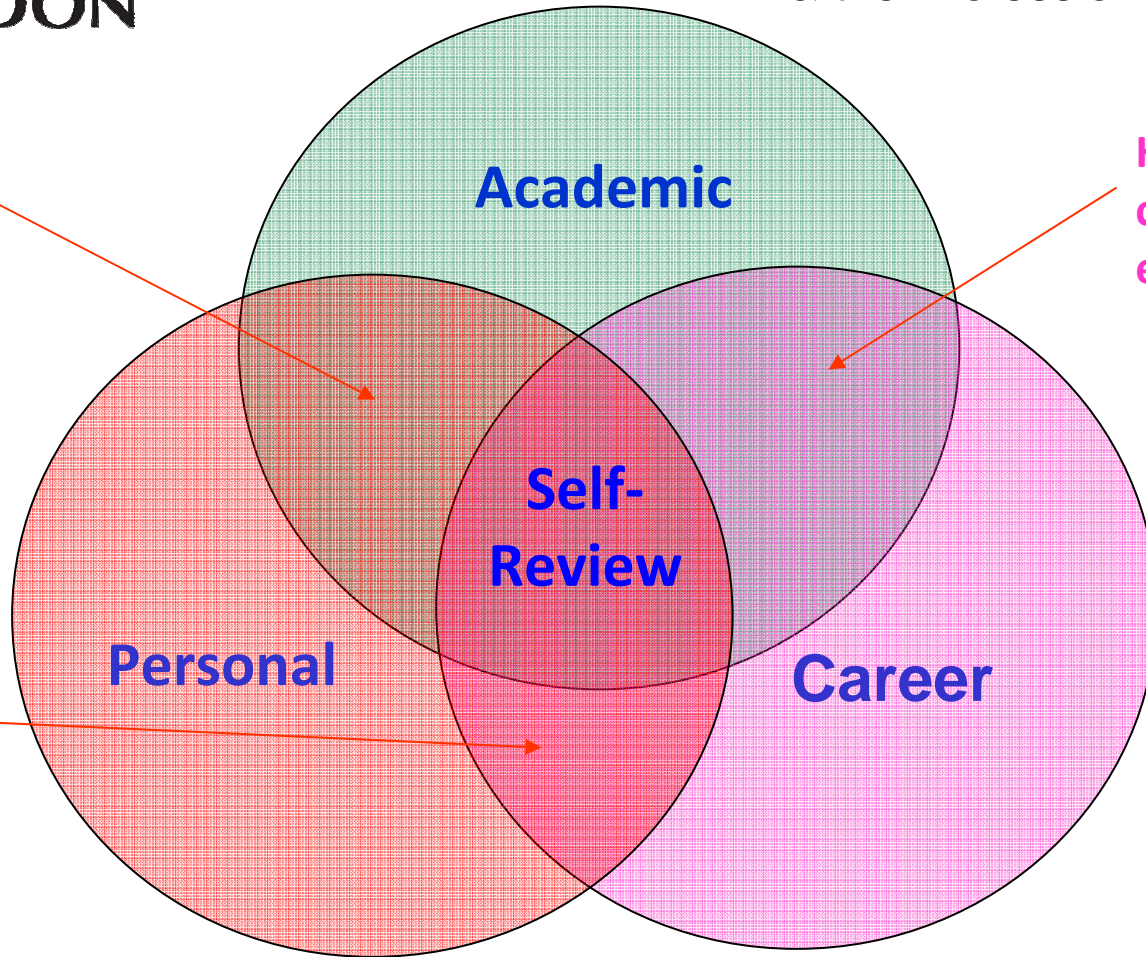
- **Software:** evaluation of the PebblePad e-portfolio
- Enhanced **outcomes evaluation:** currently via a Placement Feedback Form, asking for feedback for the course + the student; standard student evaluation sheets; pre and end course interviews; and, this year, via the Placement Blog



How do I  
learn?

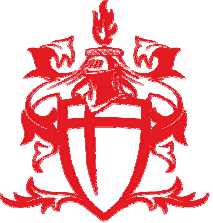
How does my  
course help my  
employability?

What are  
my career  
skills?



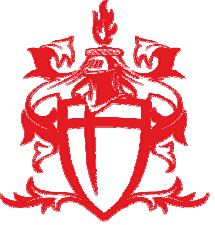
Effective Learning Framework (2005) <http://www.enhancementthemes.ac.uk/ELF/default.asp>

# Effective Learning Framework



## **Contribution towards PDP and Employability**

- Enables students to reflect upon motivations, abilities, skills and relate these to the world of work
- Enables students to articulate and promote their skills and abilities
- Encourages stronger self efficacy by formative self and peer assessment
- Activities and assessment promote deeper learning
- is attractive and seen as a worthwhile activity by staff and students
- offers one-to-one personal support to students,
- is supported via Pebble PAD



## **Pros and cons of the City way**

- Enthusiasm
- Teamwork and relationships
- Voluntary
- Flexible and adaptable – one size doesn't have to fit all
- Communication
- Accredited
- They don't have to do as we say
- Costly in terms of resources – time, energy, patience