



Queen's University
Belfast

Personal Development Planning (PDP)

STUDENT Handbook 2012-13 Level 1

**School of Law
Queen's University Belfast**

This document will be made available in alternative formats on request, including large print, Braille, tape, audio CD and Daisy CD. Please contact the School Disability Officer: Dr. Mark Flear (m.flear@qub.ac.uk)

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Introduction to Personal Development Planning (PDP)

Welcome to the School of Law at Queen's University Belfast.

As part of your studies, you will be undertaking Personal Development Planning (PDP). PDP is defined as:

[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, 2000. See also: <http://www.heacademy.ac.uk/resources/detail/pdp/pdp>)

It is intended that PDP will help you:

1. Become more an effective, independent and confident self-directed learner.
2. Understand how you are learning and relate your learning to a wider context.
3. Improve your general skills for study and career management.
Articulate your personal goals and evaluate progress towards your achievement.
4. Encourage a positive attitude to learning throughout life.
(Quality Assurance Agency, 2000).

The PDP extends across all levels of the undergraduate programme. PDP at Level 1 will focus on writing and research skills, and feedback; at Levels 2 and 3 the focus will be on feedback, transferrable skills and careers.

You will be assigned a '**PDP tutor**' within the Law School during Week 1 of Semester 1. You will meet with your PDP tutor over a series of **three sessions** over the year (two in Semester 1 and one in Semester 2) – either individually or as part of a small group. It is important that you get to know your PDP tutor as they will be your first port of call for a **reference** when you apply for jobs during/after your degree. It is therefore **very important that you attend all PDP sessions**. Students that do not attend sessions will be sent out letters in accordance with the School's 'student at risk' policy (this is the same policy that applies to non-attendance in tutorials).

Each PDP session involves **an activity that you must prepare in advance** (see p4 for an outline of PDP activities). You should email your prep to your PDP tutor in advance of the session (your tutor will email you to request the prepared work and send you a deadline date by which the work should be received).

As well as your PDP Tutor, your **PDP contact in the School is the PDP Year Tutor for Level 1: Dr Claire Dwyer** (c.dwyer@qub.ac.uk) – please contact Claire in case of any difficulties, complaints and for any general feedback.

Other contacts in the School of Law:

PDP Coordinator – Dr Bal Sokhi-Bulley (b.sokhi-bulley@qub.ac.uk)
Director of Education – Professor Jack Anderson (j.anderson@qub.ac.uk)
Disability Officer – Dr Mark Flear (m.flear@qub.ac.uk)
Advisor of Studies, Level 1 – Dr Bruce Wardaugh (b.wardaugh@qub.ac.uk)
Advisor of Studies, Law & Politics Pathway (all levels) – Ms Mary Dobbs
(m.dobbs@qub.ac.uk)
Advisor of Studies, Law & Languages (all levels) – Dr Sylvie Langlaude
(s.langlaude@ub.ac.uk)

Note also the following **useful contacts points** which you may wish to make use of:

Learning Development Service, Student Guidance Centre (SGC) –
<http://www.qub.ac.uk/directorates/sgc/learning/>
Careers, Employability & Skills (Roisin Copeland, Senior Careers Advisor for Law, SGC) –
<http://www.qub.ac.uk/directorates/sgc/careers/>
Counselling Service (SGC) – <http://www.qub.ac.uk/directorates/sgc/counselling/>

Outline of Level 1 PDP Activities

Semester 1

When?	What?
Welcome Week/ Week 1	Introduction to PDP: PDP Coordinator (Dr Bal Sokhi-Bulley) Overview of Careers Service & Events: Senior Careers Advisor for Law (Roisin Copeland, Careers, Employability & Skills, SGC) List of PDP tutors circulated to all Level 1 students
Week 2-3	Complete 'Activity 1: (Legal) Writing Skills' and email it to your PDP tutor in advance of the meeting (once you have received the reminder email)
Week 3	Meeting for 'Activity 1: (Legal) Writing Skills' (group session). Your tutor will notify you of the date for this meeting, by email.
Week 5-6	Prepare 'Activity 2: Referencing and Plagiarism' and send it to your PDP tutor in advance of the meeting (once you have received the reminder email).
Week 6	Meeting for 'Activity 2: Referencing and Plagiarism' (group session). Your tutor will notify you of the date for this meeting, by email.

Semester 2

Week 1-2	Collect all feedback and feed-forward sheets from Semester 1
Week 3-4	Prepare 'Activity 3: Understanding Feedback' and send it to your PDP tutor in advance of the meeting (once you have received the reminder email).
Week 4	Meeting for 'Activity 3: Understanding Feedback' (one-to-one session). Your tutor will notify you of the date for this meeting, by email.

The PDP Sessions

Semester 1

Activity 1: (Legal) Writing Skills

This is a **group meeting (to be held in Week 3)**. Your PDP tutor will remind you to forward the completed activity in advance of the meeting.

The Activity:

Think about the following:

- Do you understand how you are being assessed this year?
- Are you stronger at coursework or at exams? Which do you therefore need to work on most?
- Do you know what a ‘problem question’ is?
- Do you understand how you will be marked? How is the marking system different at university compared to at school?
- What are your personal goals with regard to the degree – do you have a future career in mind?

Please also prepare answers to the following tasks:

1. **Email etiquette** – Draft a short email to your tutor on the Constitutional Law in Context module requesting ideas for further reading on the topic of parliamentary sovereignty. For guidance, you should refer to the presentation prepared by Dr Rory O’Connell, ‘Email Etiquette’ available on the ‘Education’ section of the School of Law Webpage (<http://www.law.qub.ac.uk/schools/SchoolofLaw/Education/>)
2. **Grammar and presentation** - You are applying for a placement with a law firm to take place during the summer of your first year of university studies. The application form has the following question. “Lawyers need to be able to explain complex material clearly and accurately, both orally and in writing. They need to possess strong interpersonal skills and the ability to work in a team. Give specific examples of how you have developed these skills so far during your legal studies.”

In response, you have drafted this:

Being a student in the 21st century is not like being students in the 1970’s or 1980’s. Students’ are now required to provide a demonstration not only of knowledge of the law but of a large number of subject-specific and general transferable skills, I have been a law student at Queens University Belfast, were these skills have been developed.

I have realised development of strong communication skills during my time at Queens university in the School of law, I have also developed egregious interpersonal and team-working skills. The principle forum for skills development where tutorial's. These were vital for the skills development of my colleagues and I. During tutorials questions were asked on very precise and difficult legal issues, and were answered clearly and precisely. I had to develop team working skills and talents and most especially skills in working with other people collaboratively. For example, we had to prepare a debate on the merits of the Alternative Vote system. This required us to meet up together before the occurrence of the tutorial to discuss and talk about the topic in question. A frank, open and honest discussion was had with each other and then the manor in which we would address these issues was discussed. Topics were split between us in a logical manor and we prepared our presentations. We timed these and practised before each other. When the tutorial took place, we each carried out the delivery of our presentation; I had to shorten mine as a lot of questions were asked during my colleagues presentation that took up my time for presentation. This was an affective exercise in thinking on my feet.

In the above text:

- Identify three spelling mistakes (including homophones) and correct them.
 - Identify one example of a run-on sentence (comma splice) and correct it.
 - Identify one example of inappropriate capitalisation and correct it.
 - Identify two examples of inappropriate apostrophe use (either apostrophe missing or present when it should not be) and correct them.
 - Identify one example of the inappropriate use of passive voice and rewrite the sentence in the active voice.
 - Identify one example of a word or phrase that is redundant and rewrite the sentence so it is more concise.
 - Identify one unnecessarily wordy sentence and rewrite it more concisely without changing the meaning.
3. You have been asked to do a short **oral presentation on 'how to write and essay' and 'how to answer a problem question'**. Draft a short paragraph (not more than 150 words) on each part of the presentation.

Semester 1

Activity 2: Referencing and Plagiarism

This is a **group meeting (to be held in Week 6)**. Your PDP Tutor will email you to remind you to forward the completed activity to your PDP Tutor in advance of the meeting.

The Activity:

Reformat each of the references below in accordance with both the OSCOLA and Harvard citation systems as you would for a bibliography. A guidance document is available on the School of Law website and covers both these citation styles – see under ‘Education’, ‘undergraduates’, ‘Citation Styles’

<http://www.law.qub.ac.uk/schools/SchoolofLaw/Education/Undergraduates/>

1. Author: Emsley, Clive. Year: 2011. Book Title: Crime and society in 20th century England. Publisher: Harlow: Longman.
2. Emotions, crime and justice. Book edited by Susanne Karstedt, Ian Loader and Heather Strang. Published in 2011 in Oxford, by Hart.
3. Smith and Hogan's Criminal law. Thirteenth Edition. By David Ormerod. Published by Oxford University Press on 28 July 2011. At page 15.
4. 2005 case. Northern Ireland Court of Appeal. At page 37. The Crown against Bateson.
5. Halford versus Hampshire Constabulary. 2002. Court of Appeal of England and Wales. Civil Side. Page. 1464
6. Ashworth, Andrew: Four Threats to the Presumption of Innocence. Published in 2006 in volume 10 of the International Journal of Evidence and Proof. Starts at page 241.
7. M. Burton, R. Evans, Sanders, A. Article entitled: “Implementing special measures for vulnerable and Intimidated Witnesses: the Problem of Identification” [2006]. Published in the Criminal Law Review in 2006, at page 229.

You should also come prepared to discuss the following:

- Which system is ‘better’ to use when referencing: footnotes (OSCOLA) or Harvard?
- When do you need a footnote/reference?
- Should you reference lectures?
- What is a primary and secondary source?
- How should you structure a bibliography? Do you always need a bibliography?

You will also be asked to discuss the following questions in relation to **plagiarism**:

- Do you understand what ‘plagiarism’ means?
- How do you reference correctly without plagiarising? How often should you reference?

Semester 2

Activity 3: 'Understanding Feedback'

This is a **one-to-one meeting (to be held in Week 4)**. You will be reminded to forward the completed activity to your PDP Tutor in advance of the meeting. You should expect your meeting to last about 15 minutes.

The Activity:

1. Read to read the '**QUB Student Charter**' – available at <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentCharter/>. Prepare short answers (1 or 2 sentences) to the following questions:
 - What is feedback and how do you understand *your responsibilities* in relation to feedback?
 - What is meant by summative feedback?
 - What is meant by formative feedback?
 - Why is feedback important?
2. You should by now have collected all you Feed Forward Sheets from Semester 1. Prepare a **400-word reflection statement** on the collective feed forward/feedback received in the Feed Forward sheets, considering the following:
 - What types of feedback did I receive in Semester 1?
 - Which type of feedback was most useful? Why?
 - Was any of the feedback surprising?
 - How do I maintain / improve on my marks?
 - What are the strengths and weaknesses of my study methods?