1. **Title of the module**
   Personal and Performance Development Planning and Review - GSKCHEM8

2. **School or partner institution which will be responsible for management of the module**
   GSK.

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   HE Level 4 / NQF Level 7

4. **The number of credits and the ECTS value which the module represents**
   10 credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   The module runs throughout the duration of the programme

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   This is a compulsory module for the Postgraduate Certificate in Professional Development

8. **The intended subject specific learning outcomes.**
   **On successfully completing the module students will be able to:**
   8.1 Recognise the process and value of reflective practice
   8.2 Assess the learning outcomes of past and current personal and educational experiences
   8.3 Develop an understanding of themselves as learners: learning from experience, the learning cycle, individual learning styles
   8.4 Identify and review personal strengths and weaknesses against defined benchmarks
   8.5 Provide evidence of personal learning achievements (Building a Portfolio)
   8.6 Produce progression plans, identifying further professional development and training needs

9. **The intended generic learning outcomes.**
   **On successfully completing the module students will be able to:**
   9.1 Reflect critically on personal and educational experiences in order to identify key learning achievements since joining GSK (A7, B1b, B1f, B1g, B1h)
   9.2 Reflect critically on personal strengths and weaknesses in relation to both technical and transferable skills (A7, B1b, B1f, B1g, B1h)
   9.3 Identify and apply transferable skills in the work context (B1b, B1f, B1g, B1h)
   9.4 Prepare an action plan to consolidate personal strengths and identify areas for improvement in relation to transferable skills and science development objectives (B1b, B1f, B1g, B1h, Cm)
   9.5 Prepare a portfolio to include commentary and appropriate evidence to demonstrate learning achievement in science development and wider personal and business development areas (A7, B1b, B1f, B1g, B1h, Cm)
   9.6 Initiate the process of planning for future development needs and establish progression routes for further learning and career development (Cm, Cn, Cp, Cq, Cr, Cs, Ct, Cu)
   9.7 Discuss the relationship and identify the differences between programme specific module outcomes and generic learning outcomes. (Cm, Cn, Cp, Cq, Cr, Cs, Ct, Cu)

10. **A synopsis of the curriculum**
    This module introduces participants to the theories and models of reflective practice and learning from experience. Participants must then demonstrate that they have applied these approaches to
evaluate their own learning both from their experiences and from more structured sessions, in relation to both scientific and transferable skills areas. The Robert’s skills agenda is used as a benchmark for this purpose.

11. **Reading list** (Indicative list, current at time of publication. Reading lists will be published annually)


12. **Learning and teaching methods**

   This module will be taught by a combination of means of workshops, followed by 1:1 feedback on draft and formative assessment work, individual email exchanges and independent student learning.

13. **Assessment methods**

13.1 Main assessment methods

   The module has either one or two formative assessments and a final assessment, depending on the length of time the participant takes to complete the Postgraduate Certificate programme. The minimum period for completion of the module is 18 months, and the maximum period is 39 months.

   **First Formative Assessment:** (normally to be completed after 10 months of joining GSK)

   For this assessment, learners are required to prepare:

   a. A brief Personal Profile statement, describing their educational and other relevant experiences prior to joining GSK and their roles and responsibilities since joining the company
   b. A brief account of their use of models of reflective practice
   c. Six pieces of reflective writing on selected experiences since joining GSK
   d. An Action Plan outlining proposed further development activities

   **Final Assessment**

   For this assessment, learners are required to prepare a Portfolio of Learning Achievement to include:

   a. Section 1: Personal Profile statement
   b. Section 2: A short account of their use of models of reflective practice
c. Section 3: Reflective Learning Commentary in the region of 3000 words describing learning achievements over the whole programme against the Research Councils’ benchmarks

d. Section 4: Appendices containing evidence of learning achievements

e. Section 5: Development Plan for continuing learning and development.

f. CV

When learners choose to complete the Postgraduate Certificate programme over a longer timeframe, they will complete a second formative assessment after 20 months on the programme. This will have a similar format to the Final Assessment.

The module leader and the participant’s supervisor will provide feedback on the formative assessments. The assessment of the final summative assessment will be completed by the module leader, and the supervisor, and ratified by the supervisor’s line manager and the External Examiner.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcomes</th>
<th>8.1 – 8.7</th>
<th>9.1-9.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td>88</td>
<td>X</td>
</tr>
<tr>
<td>Lectures</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>Tutorials</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>Assessment method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

15. Inclusive module design

GSK recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

GSK Stevenage

17. Internationalisation
As a large multi-national healthcare organisation, GSK recruits employees from many diverse backgrounds. The benefits of reflective practice, which is the approach used in this module, is that it is context free as it is the student’s own experiences that form the basis of their reflections and critical evaluations and are thus specific to each individual. The approach is therefore applicable in a wide range of international contexts.

18. **Partner College/Validated Institution**
   GSK Stevenage

19. **University School responsible for the programme**
    Physical Sciences

---

**FACULTIES SUPPORT OFFICE USE ONLY**

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>