



Lifewide Development Award GUIDANCE

SUMMARY - What you have to do to participate in and achieve the Award

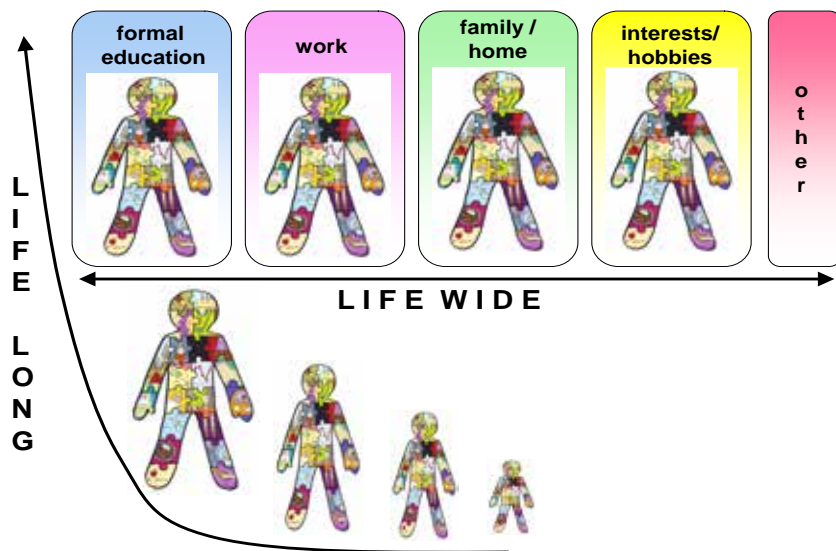
- 1 Read this Guide so that you are familiar with the purpose of the award and its expectations
- 2 Complete the Registration Form which can be downloaded from the website.
- 3 Prepare a lifewide activity map and personal development plan (PDP)
- 4 Participate in self-determined and self-managed activity through which you will learn and develop over at least 6 months
- 5 Record your experiences and reflections on what you have learnt in an on-line diary or blog.
- 6 Share and discuss your experiences and personal development with a mentor
- 7 Summarise what you have learnt and how you have developed in a written account, audio or video story or annotated scrapbook and share your story with your mentor.

What is the Lifewide Development Award?

The Lifewide Development Award (LDA) is a new initiative being supported by the Lifewide Education Community (LEC). As the name suggests we are a community-based organisation whose central purpose is the promotion and support of lifewide learning and personal development

www.lifewideeducation.co.uk. The Award may be made by the Lifewide Education Community or on behalf of the LEC by an educational institution - school, college or university.

The scheme can be used by students in full or part-time education, to supplement and complement their academic studies. Alternatively, it can be used by anyone who is not participating in formal education. Participation in the scheme and achievement of the award can be highlighted in UCAS personal statement if you are a sixth form student, in your CV and in job application forms. More importantly, it is your awareness of your own skills, qualities, values and dispositions that make you the unique person you are, that will enable you to present and market yourself effectively. The fact that you are able to demonstrate your commitment to your own development through this scheme will show an employer or educator that you have developed important life skills to manage your own learning and development.



What is lifewide learning and personal development?

We learn and develop through all the experiences (good or bad) that make up our life. Our lifelong learning is developed through the continuous journey we all make 'from cradle to grave'. The idea of lifewide learning draws attention to the fact that this is not a single linear journey. At any point in our lives we are involved in many experiences simultaneously and all of them help us learn and develop. Lifewide learning helps us appreciate the richness of our lives as opportunities and resources for helping us be and become the people we want to be.

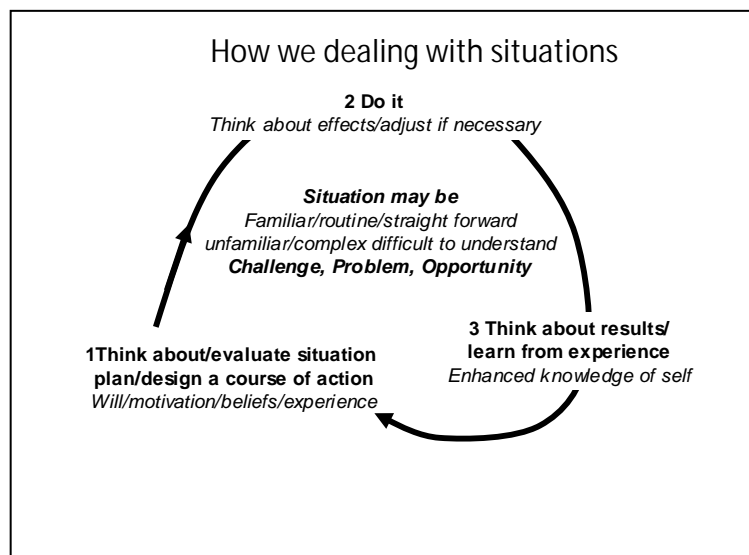
Lifewide learning includes learning that is planned and learning that is a bi-product of doing something



Lifewide learning and personal development encompasses formal and informal learning in the classroom, on work placement, in paid or unpaid part-time work, community service and other voluntary activities, through travel and exposure to other cultures, participation in sporting and artistic activities, in the Duke of Edinburgh Award and potentially in all aspects of your life. Much of this learning is intentional but quite a lot of our learning is a bi-product of us doing something.

The Lifewide Development Award encourages you to think about your life and ask yourself the question, *what are the main areas in my life where I have my everyday experiences through which I interact with other people, encounter new situations and challenges, and learn and develop as a person?* Most people recognise between about 4 and 7 distinct areas in their life, although the boundaries between different areas may be blurred. Appendix 1 shows a typical life experiences map for a student in fulltime education.

Situations - the building blocks of our everyday experience

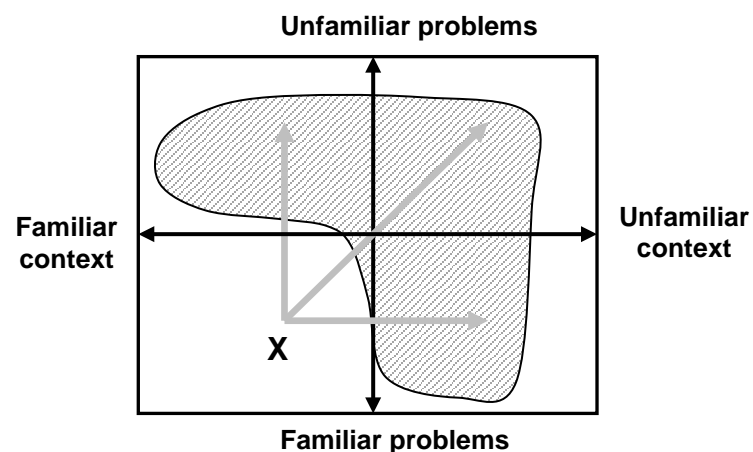


Each of your everyday experiences is full of situations that you have to deal with. To perform and make things happen we have to be able to deal with and create situations. When we encounter a situation no matter what the context – study, work, play, travel, relationships – a problem, a challenge, an opportunity or just confusion and perplexity, we assess it, decide what to do, implement our plan to deal with the situation, and adjust what we do if necessary, and then reflect on what happened. In the real world, learning is usually a bi-product of doing things. We learn through the planning and design stage by asking questions like *how do I do this?* We learn from dealing with situations especially the first time we try something – *why did that happen?* We learn from thinking about how we dealt with a situation, especially if things didn't work out in the way we planned, we think about it and work out what went wrong and why, and ask ourselves whether we could have done anything differently so the next time we encounter a similar situation we will be able to deal with it better. The Lifewide Development Award is designed to help you develop your appreciation of how you deal with situations and to promote those aspects

of capability that are particularly important to this process. Such capability is of central importance to being employable and to the role of being an effective professional and to being a responsible citizen and members of society.

Importance of context

Situations can be categorised according to whether the context is familiar or unfamiliar and whether the problem (challenge or opportunity) is familiar or unfamiliar. Much of our life is spent in familiar situations where we don't have to pay too much attention to what we are doing and we can reproduce our responses without really thinking deeply about our actions (point X in the Figure below). This situation can apply to school, college, university, the work-place, home, community or sporting activities or artistic pursuits, in fact anything we do. Generally, our problem solving skills, creativity and resourcefulness are underused in this domain.

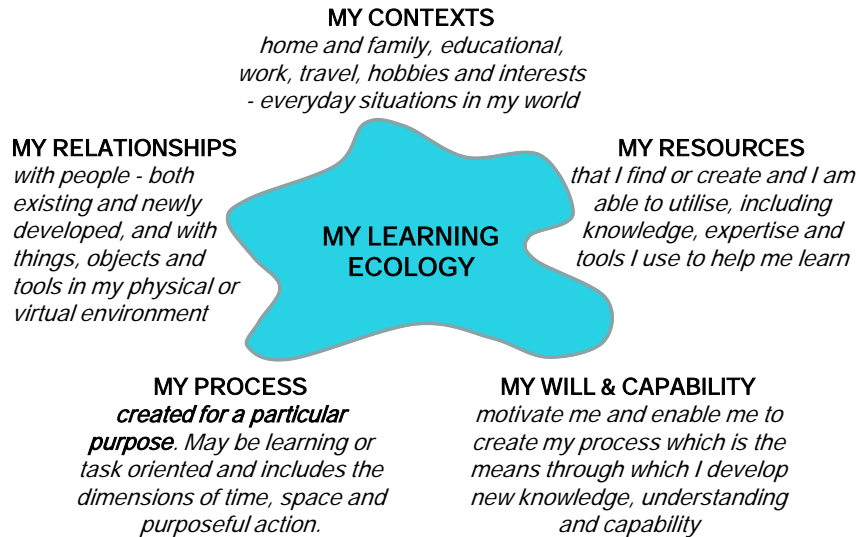


Moving to the other domains in the figure (the shaded areas) we can appreciate that if we are confronted with a problem, challenge or opportunity, or we enter a context that is unfamiliar we have to develop new contextual understandings and / or invent and try out new practices and ways of behaving. Through this process we are creating new understandings and new ways of performing or producing. These are the situations in which we develop (invent) new capability and draw on our problem solving skills, creativity and resourcefulness.

The Lifewide Development Award encourages you to think about the situations you encounter in the different spaces in your life and tries to make you more aware about whether you stay within your comfort zone of familiar contexts and challenges, or whether you push yourself into new territory where your contexts, problems and opportunities are not so familiar. The future will be full of unfamiliar contexts and challenges and developing the confidence to deal with such situations is an important objective of the Award.

Learning Ecologies

A Learning Ecology



While situations are the building block of our experiences, groups of situations that are related by the intention to learn, master or achieve something constitute a learning ecology. **A learning ecology is the process(es) you create in a particular context for a particular purpose that provides you with opportunities, relationships and resources for learning, development and achievement.** The illustration represents the integration and interdependence of the elements of *context, relationships, resources, (the most important being knowledge and tools to aid thinking), and an individual's will and capability to create a learning process or learning ecology for a particular purpose.* Such actions may be directed explicitly to learning or mastering something but more likely they will be primarily concerned with performing a task, resolving an issue, solving a problem, or making the most of a new opportunity.

Self-created learning ecologies are the means by which experiences and learning are connected and integrated across the contexts and situations that constitute a person's life both simultaneously and through time. The Lifewide Development Award encourages you to create and appreciate your own learning ecologies.

Capability, qualities, values & dispositions developed through the Award

Your capability is everything you know and can do to bring to a situation. The Award values and encourages the personal development that you undertake in order to develop your capability and become a more rounded and developed person. A person with the confidence and capability to 'author their own life'. These capabilities, qualities, values & dispositions are contained in a statement that underpins the reflective and recording tools used in the Award.

1 Managing your own development

The first capability you will demonstrate if you participate in and achieve the Award is your ability to manage your own learning and development within the framework provided by the Award.

Managing your own development involves the attitudes, skills and behaviours that motivate and enable you to take responsibility for, plan and engage in experiences that enable you to develop yourself. In successfully completing the award you will have demonstrated that you have:

- taken responsibility for, thought about, planned for and engaged in your own personal and professional development, taking advantage of the opportunities available to you on and off campus
- documented your experiences and what you have learnt from them, and gathered and organized evidence of your learning and development in your Award Portfolio
- reflected up on and evaluated the learning and personal and development you have gained through the experiences that you have chosen to incorporate into your claim for life-wide learning
- summarised and communicated what you have learnt and how you have developed through a reflective essay at the end of the process.

2 Demonstrating ability to deal with situations - particularly unfamiliar contexts and challenges

The Award emphasises the importance of developing capability and behaviours to deal with situations - particularly new and challenging situations.

Being able to deal with situations involves solving problems, working with challenges and creating opportunities for yourself: your reflections on your experiences will show how you have worked with challenge and uncertainty and engaged with problems in a range of *real world* situations. Your records of your experiences will reveal how you have understood and analysed a situation, decided what to do, found things out in order to decide what needs to be done, done things and learnt through the experience. In short, how you have made things happen. Your stories will not necessarily reflect success, in some cases stories may reveal how you have had to overcome significant setbacks and demonstrate your resilience in the face of failure.

The award encourages you to be aware of these important dimensions of capability and behaviour to deal with real world situations and make things happen. In particular:

- **Being able to develop the knowledge you need to deal with the situation:** to be able to find out what you need to know in order to do what you need to do.
- **Being creative, enterprising and resourceful:** to make things happen you often need to be creative, enterprising and resourceful in order to invent new solutions, adapt to changing circumstances in novel ways and create new opportunities for yourself.
- **Being an effective communicator:** to make things happen you need to be an effective communicator, to be able to communicate in ways that are appropriate to the situation, and communicate to different audiences using different media and using appropriate communications technologies.
- **Being able to work with and lead others:** to make things happen you often need to involve other people. Your reflections will reveal how you have worked and developed relationships with other people and taken the initiative in helping others make good decisions and actions.
- **Being culturally aware:** many situations require us to sensitive to culture - the culture of an organisation, department or work group. Many social situations (travel is a good example) require us to be attuned to the norms and values of other cultures in order to behave in a respectful and appropriate manner.

- **Behaving empathetically and compassionately:** a society such as our own, with diverse values, traditions and lifestyles requires us to have a relationship to our own reactions in the situations we encounter and to behave in ways that show others we understand, can relate to and care about their particular circumstances.
- **Behaving ethically and with social responsibility:** in making things happen you will need to make decisions about what is right and wrong. Your reflections will reveal how you have dealt with ethical issues – how you have decided what is right or wrong, and considered the perspectives and values of other people in order to do the right thing.
- **And any other capability or behaviour that is necessary to deal with a particular set of situations.**

Through your engagement with the award you will also have the opportunity to demonstrate:

How you have exercised your will to be and become who you want to be: the Award is intended to nurture your spirit to become the person you want to be. We are interested in understanding why you choose to do the things you include in your portfolio.

Your values: your reflections will reveal the values you invest in the enterprises you contribute to and the value you add to the enterprise.

Your growing confidence: your reflections will reveal how your confidence has developed as a result of encountering and dealing effectively with situations, accomplishing new things and coping with significant challenges.

The developmental process

If you would like to demonstrate your commitment and capability to your own development through your own lifewide experiences you must **complete the Registration Form** which can be downloaded from the website. To gain recognition for your development through the scheme you will be expected to participate in the scheme for a minimum of 6 months. During this time you will:

- 1) **Develop the essential knowledge** that will help you appreciate better your own lifewide learning and personal development.
- 2) **Map and evaluate recent and current activities in your life** and recognise **their potential for future learning and personal development**.
- 3) **Create a personal development activity plan (PDAP)** which draws on your current spaces and places for learning and seeks to identify new opportunities through which you can develop yourself. The plan will recognise that useful development is likely to occur through unplanned activity.
- 4) Guided by your plan, **participate in self-determined and self-managed activity** through which you will learn and develop. You will also be open to and **participate in unanticipated experiences** and recognise that you have learnt and developed through these situations as well.
- 5) During this process you will **record your experiences and reflections on what you have learnt in an on-line diary or blog**. You will be expected to **create your own website** using 'weebly' <http://www.weebly.com> or other software if you prefer, to present and communicate this information.

- 6) Near the end of your developmental process, **summarise what you have learnt and how you have developed and identify further opportunities for development in your future life.** This may be a written account of about 2000 words or you may utilise other media like audio, video, or graphic visualisations like a scrap book. We want to encourage you to be creative. It is expected that the form of the final account will be discussed and agreed with your mentor.

Learning partnerships - the role of mentors

The learning and personal development process is intended to be a 'partnership' in which you are assisted (helped to imagine, plan, reflect, evaluate and communicate your experiences and what you have gained from them) by a mentor. The role of Lifewide Development Mentors is to:

- 1) **help you get started** answer any questions you might have about the Award, how to prepare your lifewide activity map and personal development plan. He/she will establish email communication with you at the start of your learning process.
- 2) **periodically (eg. once every two weeks) check your website hosting your blog** and where appropriate add comment or questions to help you reflect more deeply or see something from another perspective. Through this process your mentor is witnessing your commitment to your own self-managed learning and development process and how you respond to the events, situations and opportunities that emerge in your life. You can record these conversations and they can be uploaded to your website as evidence of your reflective and learning process.
- 3) **over six months hold three on-line conversations with you** to discuss your experiences and what you have learned and how you think you have developed, and consider your plans for further development. The timing of these conversations is a matter of negotiation perhaps 1) within the first few weeks 2) at 3 months and 3) at five months. The conversations can be conducted through skype or our own oovoo videoconferencing website.
- 4) **receive and review your summary account** which draws together what you have learnt and how you have realised your developmental needs and interests over the six month period.

Your mentor will also approve any badges you claim through the LWE Open Badge system (see LWE Open Badges)

When you have completed your summary account your mentor will **prepare a report** for the Lifewide Development Award 'Accreditation Board' with their evaluation of the evidence and self-evaluations you have provided of your own learning and development.

Self-evaluation of your own personal development

You are responsible for evaluating and explaining, to your mentor, how you have developed through your self-directed learning process. Your mentor will complete a report outlining his/her view about the evidence you have provided for your own development. In reaching a judgement as to whether you deserve the Lifewide Development Award your mentor is considering:

- Your commitment to your own personal development through self-directed and unplanned activities. Commitment would be demonstrated by the choices you make about the experiences you chose to participate in or are coincidentally involved in and the ways in which you sustain engagement in such experiences to gain value from them.
- Your self-awareness - your ability to recognize that you are learning and developing through your experiences. Self-awareness of how you have changed – what you can now do that they you couldn't do before, or how you now see and understand things in ways that are different to before you had these experiences.
- Your ability to explain and communicate your self-awareness of learning and personal development in a realistic and convincing way using the tools and frameworks provided, or tools and frameworks that you have created.
- Your commitment to the learning process promoted by the Award. Commitment might be demonstrated through the level of engagement with the process of self-development and the process of thinking about and explaining personal learning through the procedures, tools and frameworks provided.

LWE Open Badges

Badges are digital tokens that appear as symbols on a learner's web page. They signify accomplishments such as completion of a project, mastery of a skill, evidence of participation such as contributing to a Forum or gaining experience and developing yourself through the process.

The LWE Badge structure comprising an overarching badge gained on completion of the Lifewide Development Award 'LIFEWIDE LEARNER' and a family of smaller badges covering different aspects of the process, experience and outcomes of lifewide learning and personal development. Badges are created and endorsed by the LWE community but they can also be created by a learner and endorsed by the LWE community. The scope of the LWE badge system is shown in the Figure below.

Lifewide Education's Open Badge System

A) LWE Community Badges



For achieving the Lifewide Development Award, demonstrating commitment to own development and meeting all the requirements for process and outcomes.



For creating and maintaining their own website over a period of at least 6 weeks



For completing to a satisfactory standard their lifewide activity map and personal development plan



For making regular & relevant postings e.g. 10 blog posts over 10 weeks



For completing a week long reflective log of their everyday activity & learning



For demonstrating commitment to reflecting on their own activities and acting on their reflective evaluations eg over 12 weeks.

B) LWE Learner Badges endorsed/validated by the LWE Community



For drawing together understandings about creativity gained and demonstrated through a range of activities that are evidenced, discussed with and validated by a mentor.



For drawing together understandings about learning and development gained through an immersive experience that is evidenced, discussed with and validated by a mentor.

Lifewide Development Accreditation

The Lifewide Development Accreditation Board will receive and consider the online evidence of personal development provided by you together with the reports and recommendations of your mentor. If sufficient evidence is provided the Lifewide Development Award (a Certificate) will be made to you and you will be entered on the register of recipients of the award.

Opportunity to join the mentoring scheme

On achieving the Award we hope that you will want to become a mentor to support other people engaged in their lifewide development.

Tools to help you plan and think about your development

The following tools will help you

- 1) Map and evaluate your current life experiences for their learning and development potential (Appendix 1)
- 2) Reflect on the sorts of knowledge, capability, qualities, values & dispositions you might develop through your current or new life experiences (Appendix 2)
- 3) Create a personal development activity plan for future learning and personal development (Appendix 3)
- 4) Record your experiences and share the learning and development you have gained (create your own on-line diary/blog using <http://www.weebly.com>)

1 Creating a lifewide activities map

Lifewide Activities Map - April to December 2012

I am an 18 year old student about to make the transition from full time education to university. I am looking forward to going to university. The freedom and independence will be big change and will coincide me with more new responsibilities. It will be the best time for my Lifewide Statement in the next 6 months.

Academic studies What I do, why I do it, how much time I spend on it, learning and developing

In June 2012 I completed my QED A level courses in Politics, History and Civics at my local secondary school. My goal in the next 6 months was to gain the grades I needed for my first choice university. The last few months were entirely taken up with revising for exams. This works often consist of interesting notes however I discovered that I learn better using more engaging methods of revision such as colour diagrams, colouring to use areas of this style of learning in the future.

GOAL: I will start my European Politics degree course at the University of Nottingham in late September. I am not sure what to expect but I intend to make use of all opportunities my course provides me with.

HOME/FAMILY Looking after myself

Much of my upbringing comes from home, especially the relationships that are formed. I am both a younger and older sister, a daughter and a step daughter my aim is to do the best I can do in all these roles. My culture being Italian, the Italian culture plays an important role in our lives, often we'll cook Italian food and celebrate Italian festivals. The Italian culture is very different to the English culture, my identity is a combination of both. Lots of my time is spent reading and watching television, reading in particular helps me expand my imagination and creative ideas.

GOAL: When I go to university I will have to learn to look after myself. In the first year I will live in a hall of residence so that should make it a bit easier but I will still have to shop, cook, clean etc which I haven't had to do before.

Travel

This summer I spent three weeks travelling across France, this was a very valuable lesson I learnt about the French culture and enjoyed the independence that I gained during the trip. I also improved my language skills and it allowed me to study further into where I felt most at ease through the organisation needed beforehand when I had to raise the funds for the trip, budgeting however after going on the trip I realised the importance of being able to change plans.

FUTURE GOAL: I hope to do much more travelling in the future, preferably I'd like to do some study work abroad in one or another country and take in their culture.

Learning to Drive

I am currently finding driving a great challenge. I had hoped to pass my driving test before I leave to university but this is not looking hopeful.

GOAL: To feel more comfortable driving, or at least more comfortable with the responsibility that you have when you are driving for yourself, your passengers and other road users.

Part-time work This summer I have been assisting CHALKS SECURITY doing part accounting and typing work. Through these types of job I am developing my skills in customer care, technology which are important in any job. I may get in the future.

FUTURE GOALS: I would like to get a part time job at university to increase my employability following studying. I would like to get some experience jobs as the skills I gain are directly applicable to working in an office.

Voluntary work I am a member of the Lifewide Education team and I am providing the team with a young person's perspective. I am helping to give the Lifewide Development Award. Through this I feel by supporting a worthy message that every one should try and develop themselves. I have also worked with Chalks, both fundraising and selling their shoes.

FUTURE GOALS: I would like to do more charity work and continue with the Lifewide development award.

Hobbies/Health & Fitness

This is the area I need to improve as I am currently doing very little, although I do enjoy walking in the garden a recent table injury has made this hard to do.

FUTURE GOAL: When I get to university I hope to get fit, preferably by joining a team of some kind as this is a good way of improving my communication, as well as leading a healthier lifestyle.

You begin the process by conducting a self-evaluation which involves creating your own life map. The example shows a life experiences map for a first year fulltime student. Identify areas in your life where you currently have opportunities for learning and personal development. This process makes explicit your existing opportunities for personal development and areas that you recognise as being worthy of further development which can be incorporated into your personal development activity plan (Appendix 2). Use the prompts in the Award's 'Lifewide Personal Development Statement' in Appendix 3 to help you think about the types of knowledge, capability, values and dispositions involved in the different parts of your life and begin the process of identifying which aspects of this statement you will focus on in your own development process.

2 Creating a personal development plan

IMPORTANT PERSONAL GOALS In the context of your whole life where are the challenges and opportunities? What are you trying to achieve? 1 To develop the confidence and practical skills to live an independent life at university (addressed in 1-6 below) 2 To make myself more employable (addressed in 1, 2, 3, 4 below and item 5) 3 To help other people		
In respect of these personal goals, WHAT ASPECTS OF YOURSELF DO	WHY? is this important to you?	Additional activities in the next 6 months where you can develop, apply and demonstrate development of these
1 My communication skills - especially relating to the use of new media and making new friends	In the workplace communication is vital in leadership and in working as a team member. It also means I	There will be many opportunities to improve my communication skills at University, whether this be through clubs and societies or through my course or any work or volunteering I do.
2 My creativity	Being creative will help me come up with positive solutions to any problems I may face at university. This skill also	I will continue to work on my blog, I also intend to join a Drama society at university. The need for creativity may pop up unexpectedly, for example cooking at university and in any other activity I might

Creating a plan helps you organise your thinking about your own development and how you might access and integrate the opportunities available to you. The Award's **Personal Development Planning Framework** (Appendix 3) invites you to identify important goals, the most important aspects of yourself that you want to develop and the activities in your life through which you might develop yourself and achieve your goals. Over the course of six months these goals might change so you should revisit your PDAP periodically to update it. You should also recognise in your personal development activity plan some of your most valuable learning and development will be unanticipated.

3 Creating a reflective diary or blog

The screenshot shows a Weebly blog page. At the top, there is a video player with a woman on a balcony. Below the video, the title 'First Steps Nursery' is displayed in red, followed by the date '09/13/2013' and '0 Comments'. The main text of the post reads: 'In order to gain experience working with Children I did two weeks work experience at First Steps Nursery in Merstham. The experience was much more emotional than I was expecting and also made me question early years education in England. I discuss these topics in the following clip.' To the right, there is an 'Author' section with the text 'Write something about yourself. No need to be fancy, just an overview.' and an 'Archives' section listing dates: 'September 2013', 'June 2013', 'March 2013', and 'January 2013'.

At the start of your development process you will create your own website using the free weebly website building tool or an alternative website building tool. If you already have a website which you can adapt for this purpose you can also use it.

There are many templates to choose from on the weebly site and you can give your website an identity that will help you represent your learning and development. In order to make your perceptions of learning explicit you have to:

- Record (usually in words but photos, videos are also suitable) the incidents and stories that illuminate your experience, on your experiences and record what you have learnt.
- Over time your reflective journal will accumulate a lot of situations that you have encountered, dealt with and learnt from.

In writing about your personal experiences, reflecting on what happened and how you felt, it is important to think critically and to try and analyse actions, feelings, responses and emotions in a way that helps you to benefit and grow from the experience. All too often when writing about life experiences we tend towards describing the situation or to describing the situation and how we felt about it, without analysing the processes taking place and reflecting on why we feel the way we do. Here are some examples of different levels of reflection:

Purely descriptive. "I went to a meeting today which was complete garbage, there was really no point in my going, what a waste of time, I should have gone to the pub instead."

Descriptive with some feelings about the occasion. "I went to a meeting today and found it very exasperating to say the least. My team have not made any decisions about job changes and I am really stressed as we have to give a presentation soon. I had some ideas which I really tried to put across but they just kept interrupting, going on about how well the Test Match is going. I just got fed up in the end there was really no point in my being there, what a waste of time, I should have gone to the pub instead."

Stepping back and reflecting on the dialogue. "I found the total lack of any attempt at decision making by the team totally exasperating. I guess because I am a little fixated about deadlines it concerns me more than it does others that we are rapidly running out of time before we have to present our findings. I had come up with a great idea to get us moving forward then failed to make myself heard over the two or three loud members of the team that can be quite intimidating when they are together. I am actually a bit shy and had I not been so stressed about the approaching deadline I probably would not have even said anything at all."

Learning from the event through critical reflection. "Because meeting deadlines is important to me I found today's team meeting banter exasperating. I was also very annoyed with myself for not being more assertive in putting forward my ideas which I am sure would have progressed our decision making. With such a self-assured group it takes a lot of effort for someone like me who is much less self-assured to get my point across, and my natural inclination in such circumstances is to withdraw into the background and let them get on with it. Having sat and thought about it I think my strategy will be to email each member of the team and suggest that at the next meeting we go around the table and get ideas from each person before we start discussing options and those with the loudest voices take over."

Perhaps you can think of another strategy for dealing with this situation? For example 'I could circulate some thoughts before hand and go into the meeting being prepared to hold my own after preparing well for the discussion.'

Sometimes sharing your possible solutions to a situation with someone else will help you develop another perspective on the situation and help you make a decision about what to do.

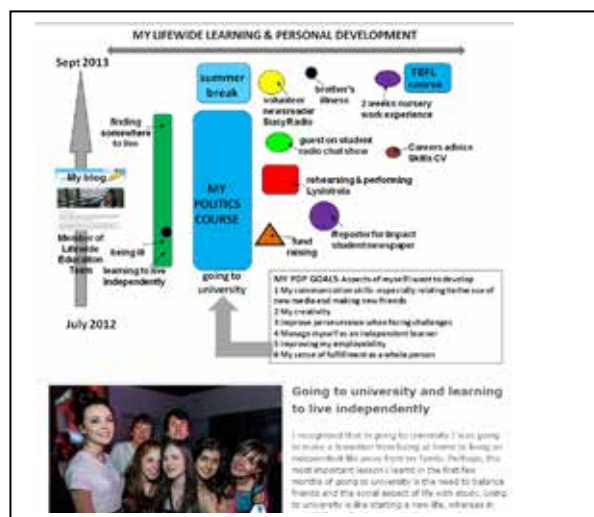
These simple prompts may help you reflect on any situation.

- What was the situation and what is significant about it?
- How did you respond to the situation and why did you decide to respond in this way?
- What happened and why?
- What did you learn from the experience?

- What would you have done differently?
- Did you share the situation with someone else to gain other perspectives and possible ways of dealing with it?

You are expected to share your diary with your mentor who will periodically access it and perhaps leave comments or questions for you to think about. In this way he/she will build up knowledge of how you are engaging in your own development process. During the six months you will also have three conversations with your mentor to discuss your plan for self-development, your experiences and the learning and personal development you have gained from them.

4 Summarising your learning and personal development



Who you are is the result of you as a person interacting with a unique set of experiences and circumstances. You are the only people who knows how we to sense of and draw meaning from our own experiences. Towards the end of your participation in the Award (after about five months) you will look back on your experiences and your reflective diary or blog and try to summarise what you have learnt and how you have developed.

Your summary account may be a written reflective story (we suggest about 2000 words) or be in the form of a video/audio diary, or a scrap book with your own personal narrative. You may be able to think of other ways of representing your personal development and the Award welcomes novel approaches so discuss your ideas with your mentor. Ideally, you will make your summary account available through your website for your mentor to gain access to it. Your personal account, together with your diary/blog, personal development activity plan and lifewide activity map will provide the evidence of your learning and development.

Some important questions to answer

- How have you taken responsibility for, planned and engaged in your own development?
- What were your motivations for wanting to develop yourself in these ways?
- What experiences/situations have you tried to use to develop yourself and why are they important for the development you were seeking?
- How have the experiences you described enabled you to develop your knowledge, capabilities, qualities, values, dispositions and confidence?
- What evidence is there to substantiate your claim? (you will need to link your claims to any relevant evidence in your portfolio)?
- Explain how you have been able to enhance your CV as a result of your self-directed development?
- What did you discover about yourself through this process?
- How are you going to continue to develop yourself in the near future?

Lifewide Activities Map

Take a few minutes to think about your life and ask yourself the question, *what are the main areas in my life where I have my everyday experiences through which I interact with other people and learn and develop as a person? Use a different box for each domain e.g. study, work, volunteering, caring for someone, looking after yourself and the other areas of your life. For each area - briefly describe the situations you experience and the significant people you interact with? Are you trying to achieve something? What are your GOALS? What are the CHALLENGES & OPPORTUNITIES for your development? Adjust headings and text boxes to reflect your situation. Start with a brief statement about where you are in your life journey to provide a context for your map.*

Personal Context statement - I am.....

FORMAL STUDY *What I do, who I do it with, how much time I spend, how I am learning and developing*

GOALS

PHOTO

SIGNIFICANT RELATIONSHIPS (eg FAMILY / PARTNERS SIGNIFICANT FRIENDS)
What I do, who I do it with, how much time I spend, how I am learning and developing

GOALS

TRAVEL *When, where why?*

Hobbies/other significant interests and activities in my life
What I do, who I do it with, how much time I spend, how I am learning and developing

PAID WORK/VOLUNTARY WORK *What I do, who I do it with, how much time I spend, how I am learning and developing*

GOALS

Other

Personal Development Plan

<p>IMPORTANT PERSONAL GOALS <i>In the context of your whole life where are the challenges and opportunities? What are you trying to achieve? What do you really value? Your PDAP should reflect both intended (PLANNED) and unintended (NOT PLANNED) opportunities for learning and development. Update it each month</i></p> <p>1 2 3 4 <i>Add more goals if you want to</i></p>		
<p><i>In respect of these personal goals,</i> WHAT aspects of yourself do you want to develop? <i>Add more aspects if you want to</i></p>	<p><i>Your motivations & values</i> WHY? is this important to you?</p>	<p><i>With reference to your lifewide activity map</i> HOW do you intend to develop yourself ? What activities will you undertake to develop, apply and demonstrate these aspects of yourself</p>
1		
2		
3		
4		
5 AND to be responsive to new and unexpected opportunities		

WHICH of these qualities, capabilities, dispositions and values will be developed through the activities involved in pursuing your personal goal?

These aspects are considered to be important in lifewide learning and development. In any complex activity all of these are likely to be relevant. They are intended to provide you with a set of prompts to help you think about and record your learning and personal development. Delete any that you believe are not relevant and add any additional prompts.

Managing myself
Dealing with and creating situations to solve problems, work with challenge and take advantage of opportunities
Developing the knowledge needed to deal with new situations
Being creative, resourceful and enterprising
Being an effective communicator
Being aware of and sensitive to cultural difference
Behaving with empathy and compassion
Working collaboratively with others
Providing leadership
Behaving ethically and with social responsibility
<i>Any other aspects of personal development, new skills or capability - please add</i>

WHERE ARE YOU RECORDING YOUR EXPERIENCES, LEARNING AND DEVELOPMENT?

personal website url - <http://>

blog -<http://>

Your Mentor

Your PDP & Lifewide Activities Map should be completed as word documents and emailed to your mentor

Appendix 3 'Lifewide Personal Development Statement'

to help you reflect on the learning and development you are gaining from the activities you are undertaking

The Lifewide Development Award helps you develop yourself into the person you want to become. It emphasises the importance of developing knowledge, capability, qualities, attitudes and values to deal with situations in your life, particularly new and challenging situations. This statement highlights some of the more important dimensions of knowledge, capability, dispositions, qualities and values we develop as we encounter and deal with situations in our day to day lives. They provide a set of prompts to help you reflect on your experiences to draw out useful learning and development you have gained.

Being able to deal with situations involves solving problems, working with challenges and creating opportunities for yourself: the accounts of your reflections will show how you work with challenge and uncertainty and engage with problems in a range of situations. Many of these accounts will be in the form of stories about particular experiences or situations you have encountered. They will reveal how you have understood and analysed a situation, decided what to do, found things out in order to decide what needs to be done, done things and learnt through the experience. In short, how you have made things happen. Your stories will not necessarily reflect success, in some cases stories may reveal how you have had to overcome significant setbacks and demonstrate your resilience in the face of failure.

The Lifewide Development Learning Partnership Scheme encourages you to think about these important dimensions of capability to deal with situations and make things happen. In particular:

- **Being able to develop the knowledge you need to deal with the situation:** to be able to find out what you need to know in order to do what you need to do.
- **Being creative, enterprising and resourceful:** to make things happen you often need to be creative, enterprising and resourceful in order to invent new solutions, adapt to changing circumstances in novel ways and create new opportunities for yourself.
- **Being an effective communicator:** to make things happen you need to be an effective communicator, to be able to communicate in ways that are appropriate to the situation, and communicate to different audiences using different media.
- **Being culturally aware:** every situation is located within a cultural environment and we have to be culturally aware and sensitive to what other people might expect of us.
- **Being empathetic and compassionate:** a society such as our own, with diverse values, traditions and lifestyles requires us to have a relationship to our own reactions in the situations we encounter and to behave in ways that show others we understand, can relate to and care about their particular circumstances.
- **Being able to work with and lead others:** to make things happen you often need to involve other people. Your reflections will reveal how you have worked and developed relationships with other people and taken the initiative in helping others make good decisions and actions.
- **Behaving ethically and with social responsibility:** in making things happen you need to make decisions about what is right and wrong. Your reflections reveal how you have dealt with ethical issues – how you have decided what is right or wrong, and considered the perspectives and values of other people in order to do the right thing.

- **CUSTOMISATION** - Any other knowledge & capabilities that are necessary to deal with a particular set of situations or contexts. Every situation will require its own set of understandings, capabilities and behaviours. It may also require particular technical knowledge and skill.
- Through your involvement in the scheme you will also have the opportunity to demonstrate:

How you exercise your will to be and become who you want to be: the scheme is intended to nurture your ongoing spirit to become the person you want to be. We are interested in understanding why you have chosen to do the things you have done.

Your values: how your values inform what you do and how you do it

Your growing confidence: your reflections will reveal how your confidence is developing as a result of encountering and dealing effectively with situations, accomplishing new things and coping with significant challenges.

The statement should be customised by participants to uphold the principle of *personalised learning*. Customisation will also be reflected in the learner's development plan. The components of such statements will be embedded in the planning, recording and evaluation tools outlined above.