

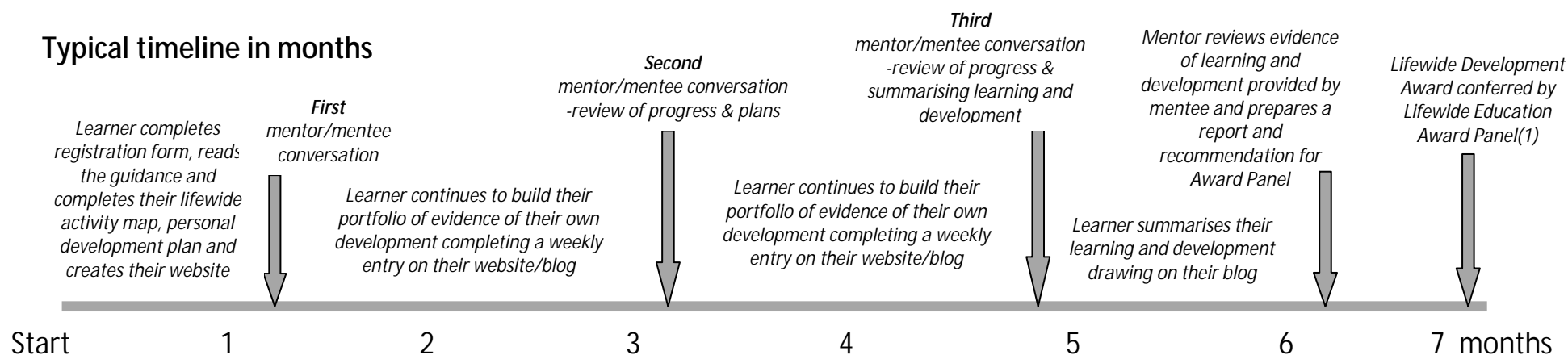


GUIDE to the Lifewide Development Award

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, the concepts on which it is based and our expectations
- 2 Complete the Registration Form which can be downloaded from the website
- 3 Prepare a lifewide activity map (LAM) and personal development activity plan (PDAP)
- 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.

Typical timeline in months

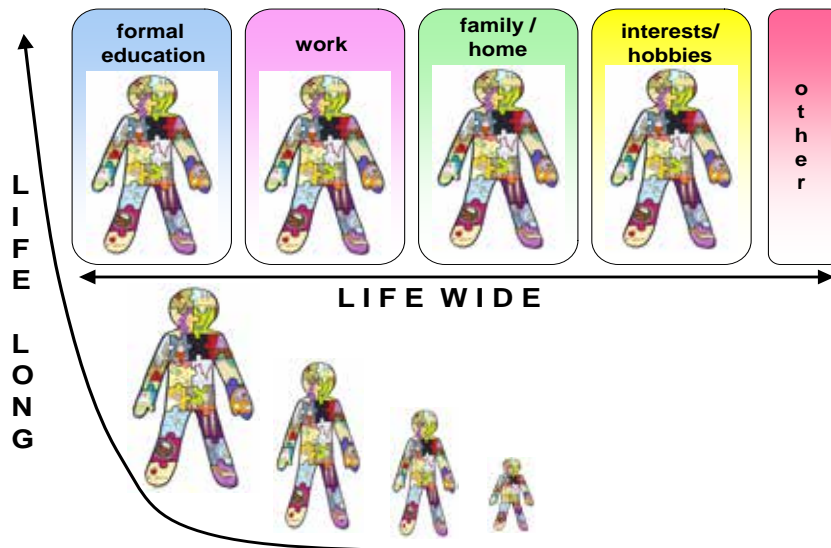


1) If the Award Panel believes that there is insufficient evidence to warrant the Award, feedback will be provided to the learner to enable them to continue their developmental process until they are ready to resubmit their evidence.

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.

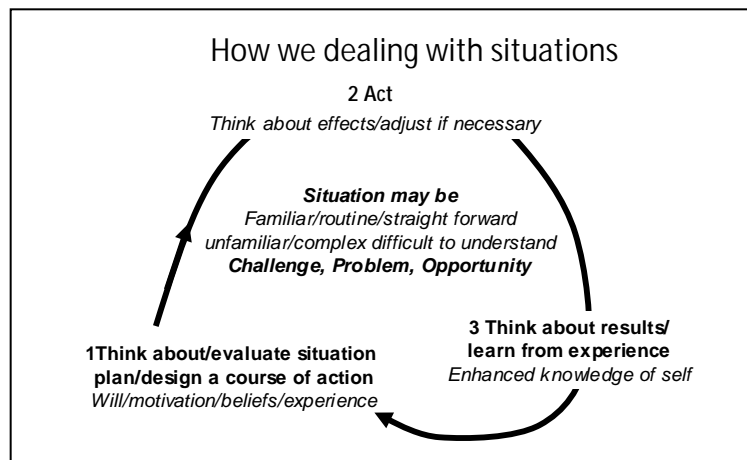
Lifewide learning includes learning that is planned and learning that is a bi-product of everyday experiences



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 everyday experiences. Intentional learning is usually associated with formal learning in a school, college or university. It is also associated with trying to achieve something.

The Lifewide Development Award encourages you to think about **your whole life** and what you are trying to achieve in different parts of your life. It poses the question - *what are your goals in the different areas of your life where you have your everyday experiences through which you 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 everyday experience

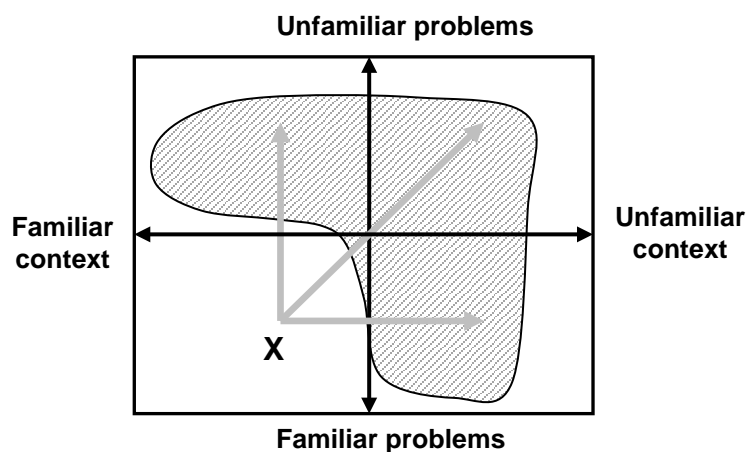


Each of your everyday experiences is full of situations that you have to deal with. To perform, make things happen and achieve you have to be able to deal with and create situations. No matter what the context – study, work, play, travel, relationships – a problem, a challenge, an opportunity or just confusion and perplexity, when we encounter a situation we assess it, decide what to do, implement our plan to deal with the situation, and adjust what we do if necessary and then we often reflect on what happened and learn from it. Learning and personal development are bi-products of our activity. 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 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 member 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 previous 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 situations with which we are familiar and which require routine or automated responses.



Moving to the other parts of the figure (the shaded areas) we can appreciate that if we are confronted with a problem, challenge or opportunity, or if 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.

Capability, qualities, values & dispositions developed through the Award

Your capability is everything you know and can 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 organised 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 your 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 think about these important dimensions of capability and behaviour to deal with real world situations and make things happen. These may typically include:

- **Being able to gain 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 be 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 situation.**

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 leading to achievement of the Award

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) **Gain 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 such as audio, video, or graphic visualisations like a scrap book. We want to encourage you to be creative. It is expected that you will discuss and agree the form of your summary account with your mentor.

A learning partnership - 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 and evaluate) by a mentor. The role of Lifewide Development Mentors is to:

- 1) **help you get started** answering any questions you might have about the Award
- 2) **periodically (eg once every two weeks) check your on-line diary** 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 experiencing your commitment to your own self-managed learning and development process and witnessing how you respond to the events that emerge in your life. This is a form of 'formative evaluation'.
- 3) over the period of time you are involved in the award (eg six months) **your mentor will hold three on-line conversations with you at times that you will jointly agree**. During these conversations you will discuss your experiences, what you have learnt from them and how you think you have developed yourself. You will also share and discuss 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 chat room which you can access through the lifewider community website <http://www.lifewider.com/>

- 4) **receive and review your evidence-based summary account** which draws together what you have learnt and how you have realised your developmental needs and interests over the six month period.

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

A learning community



The Lifewide Development Award encourages and supports the idea that everyone involved in the Award (participants and mentors) are members of a learning community. We want to encourage communication and interaction through an on-line Forum and we hope that you will share your experiences, challenges, thoughts and opinions through the Forum which you will find at: <http://www.lifewider.com/>



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 of 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 recognise 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.

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 Lifewide Development 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. This would of course provide further opportunities for your own lifewide development as well providing a valuable voluntary service to help other people develop themselves.

Tools to help you plan, think about and record your development and achievements

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

Further Guidance on how to reflect on and write about your learning and personal development can be found at: <http://www.lifewideaward.com/guidance--tools.html>

1 Creating a lifewide activity map

Level 1 Biosciences student (2009)

Study : *I am studying biosciences but I want to study medicine at postgrad level. I learn through lectures, lab practicals, books/papers, discussions with friends on course*

Friends: *As an international student, it is difficult to be away from my home and family. Friends, therefore, become a new kind of family...*

Looking after myself
Domestic chores
Shopping

Entertainment
music, cinema,
meeting friends

University Tutoring and Mentoring
I volunteered at a Combined Learning Centre for students with learning disabilities and/or behavioural problems. I worked one-on-one with three different students, one of whom had Aspergers Syndrome

Sport – uni netball team
Playing as a part of a team allows me to develop my inter-personal and communication skills, and always gives me a feeling of satisfaction. It lends a sense of unity and strength- when we put on our match uniforms, we know that we are no longer individuals, but part of something that is bigger than ourselves.

Organising and leading a group of volunteers to work during the summer vacation in Uganda

Volunteer - St John's Ambulance service
I joined St Johns' Ambulance, to learn first aid and general safety measures. I think this is an essential part of not just University life but life in general. Taking part in that course allowed me to feel more secure in my ability to deal with emergencies. As I hope to study Medicine as a Postgraduate degree, I found the course interesting and engaging.

You begin the process by creating your own lifewide activity map. The example shows a lifewide activity 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. For each area of your life consider what your most important goals are. Is there something important that you want to achieve and is the focus for your current personal development in this part of your life.

2 Creating a personal development activity plan

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

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 our perceptions of learning explicit we have to:

- Be aware of what we are doing and if possible record (usually in words but photos, videos are also suitable) the incidents and stories that illuminate different aspects of the experience and what you have learnt.
- After the experience, reflect on what happened to make better sense of the experience and record what you have learnt in your portfolio.
- 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. When writing about life experiences all too often 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 really 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 now 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?
- What did it feel like to be in the situation?
- How did you respond to it and why did you decide to respond in this way?

- What happened and why?
- What did you learn from the experience?
- What would you do differently if a similar situation arose? (this reveals what you have learnt)
- Did you share the situation with someone else to gain other perspectives and possible ways of dealing with it?

Developing and using your reflective skills is an important component of your lifewide development while you are involved in the award.

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 gain 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 interacting with a unique set of experiences and circumstances. You are the only person who knows how to make 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 it can 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. 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 at this stage

- 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? For example revising your Personal Development Activity Plan to reflect your new goals and challenges.

Appendix 1 Lifewide Activities Map NAME - TIMESCALE April to December 2012

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? What are your GOALS? What are the CHALLENGES & OPPORTUNITIES for your development? Adjust headings and number of text boxes to reflect your situation. Provide a brief statement to provide a context for your map.*

Personal statement - Where I am on my life journey? eg I feel I am at a cross-roads. I have just completed my school education and gained the grades I needed to go to university. I am looking forward to going to university in a few weeks. This will be a big change in my life and it will be the main focus for my personal development in the next six months.

<p>ACADEMIC STUDY <i>What I do, who I do it with, how much time I spend, how I am learning and developing</i> GOALS - <i>what I am trying to achieve</i></p>	<p>PHOTO</p>	<p>SIGNIFICANT RELATIONSHIPS (eg FAMILY / PARTNERS SIGNIFICANT OTHERS) <i>What I do, who I do it with, how much time I spend, how I am learning and developing</i> GOALS - <i>what I am trying to achieve</i></p>
<p>PAID WORK/VOLUNTEERING <i>What I do, who I do it with, how much time I spend, how I am learning and developing</i> GOALS - <i>what I am trying to achieve</i></p>	<p>TRAVEL <i>What I do, who I do it with, how much time I spend, how I am learning and developing</i> Goals</p>	<p>Other</p>
	<p>Other</p>	

Appendix 2 Personal Development Activity 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?</i> <i>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>In respect of these personal goals, WHAT ASPECTS OF YOURSELF DO YOU WANT TO DEVELOP? <i>you can add more points if you want to</i></p>	<p>WHY? is this important to you?</p>	<p>RECENT ACTIVITIES where you have been able to develop and utilise this aspect of yourself to achieve something</p>	<p>NEW ACTIVITIES in the next 6 months where you can develop, apply and demonstrate development of these aspects of yourself</p>
1			
2			
3			
4			

<i>Which of these aspects of personal development are likely to be developed and demonstrated through the activities involved in pursuing your personal goal?</i> <i>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.</i>
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 I AM RECORDING AND SHARING MY EXPERIENCES, LEARNING AND DEVELOPMENT

personal website - <http://>
 blog -<http://>

When you have registered for the Award you will be assigned a mentor.

MENTORS NAME

CONTACT EMAIL

The PDAP & Lifewide Activities Map should be completed as word documents and emailed to your mentor who will contact you soon after you register for the Award.

Appendix 3 'Lifewide Personal Development Statement'

to help you reflect up 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.

Appendix 4 EXAMPLE Lifewide Activities Map Norman Jackson - April to December 2012

Personal statement - Where I am on my life journey? I have just celebrated my 62 birthday and I feel I have made the transition from fulltime employment into employing myself in my own enterprises. The challenge at this stage in my life has been to create a new sense of purpose for myself. My lifewide activity map reflects the purposes I have in life and the areas where I encounter challenges and have opportunities for developing myself. The newest members of the family (identical twin boys) were born 10 weeks prematurely in May and helping my daughter is an important family focus in my life at this time. I also want to continue developing the Lifewide Education Community Interest Company and Chalk Mountain Education and Media Services and enjoy a fulfilling life through other activities, planned and unplanned

FAMILY

I am happily married and the father of three step children (ages 20-14) and three of my own children (32-28) from my first marriage who are all independent. I also have three grandchildren with another on the way. Our family is multicultural and extended. We are quite complex and there are always challenges and opportunities within the wealth of relationships. **GOAL** is to be a loving, caring and supportive husband, father/step father/grandfather/uncle and friend and I know there is always room for improvement so it's a continuous inventive and creative process.



VOLUNTARY WORK - LIFEWIDE EDUCATION COMMUNITY

I set up the Lifewide Education Community Interest Company in August 2011 and I am fortunate in attracting a small but dedicated group of volunteers to help support a community that has over 250 people registered. In 2012 we have developed the website and created a regular Lifewide Magazine and an e-book to promote scholarship and research. We are now entering the next stage of development in which we have not only to continue raising awareness but to try new things to engage people and begin to raise funding. **GOALS** - to continue to create and facilitate activities that are effective in 1) raising awareness of the movement 2) attracting and engaging people universities and colleges, 3) promoting research and scholarship 4) raising funds 5) supporting learners in their lifewide learning.

HOME & GARDEN

We have a lovely home with a big garden and a pool. Its fair to say it provides me with endless challenges and the 9 acre garden keeps me very busy. My **GOAL** is always to try and keep on top of the garden - which basically means keeping up with cutting the grass and chopping up trees (as we have a patch of woodland). My creative **GOAL** to create a natural memorial woodland garden

HEALTH & FITNESS

This is an area where I'm not so good at looking after myself. I enjoy swimming but my main source of fitness is what I do in the garden. In March I tore the meniscus in my left knee which has really slowed me down and is still quite painful at times.

GOAL I know I'm overweight so my intention is to try to control what I eat and loose some of my tummy.

HOBBIES

My main hobby is playing in a band called Freeworld. I play drums and we practice once a week.

GOAL - I have always wanted to create and record music though my musical abilities are limited to guitar and drums. I would like to build a facility to record our music and achieve a good level of competency in sound recording.

CHALK MOUNTAIN EDUCATION & MEDIA SERVICES LTD

I established the company in 2010 around a vision of helping organisations and people make their knowledge visible and accessible. Initially with a co-Director and then with Freelance Associates we developed a portfolio of work using filming, illustration and animation as the vehicles for communication. Technical capacity is currently limited and I have been focusing all my attention on a single assignment - a book commission. This work will finish at the end of the year and there is a need to return to my vision for the company and actively develop some of the ideas I have for it.

GOALS -

- 1) to complete the book commission on time and in a professional manner and use the product as a way of promoting Chalk Mountain.
- 2) to grow the business in a way that is consistent with the vision perhaps by entering into a partnership or taking on interns.

TRAVEL

This year (June) I have been fortunate in that I had a short trip to Australia to visit family and then to China to attend a conference in Chengdu. This was my first visit to China and I learn much through the experience. I was also invited back in 2013. For our family holiday we visited Spain. **GOAL** to travel and learn through the experience.

ENTERTAINMENT

I enjoy going to the cinema and theatre (I love live performance) and I like watching TV. I learn a lot from documentary programmes and docudramas. I also spend a lot of time on the internet and use social media and YouTube to further my understandings of all sorts of things. **GOAL** - to participate more actively in the world of new media/social media

FLYING LESSON

My wife gave me the money for a fixed wing flying lesson for my last birthday and I haven't yet taken it. **GOAL** To have the flying lesson then who knows??

Appendix 5 Norman Jackson Personal Development Activity Plan - August-December 2012

<p>IMPORTANT PERSONAL GOALS <i>In the context of my whole life what and where are the challenges and opportunities? What am I trying to achieve?</i></p> <p>My PDAP reflects both intended (PLANNED) and unintended (NOT PLANNED) opportunities for learning and development. My most important goals are:</p> <ol style="list-style-type: none"> 1 To lead the further development of the Lifewide Education enterprise 2 To grow the Chalk Mountain business and deliver a good service to clients 3 To support my (large) family 4 To build a recording studio and develop the technical skills to record my band 5 To create a woodland garden 6 To be open and responsive to new possibilities and adapt to or take advantage of the unplanned and unexpected 			
<p>In respect of these personal goals, WHAT ASPECTS OF YOURSELF DO YOU WANT TO DEVELOP?</p>	<p>WHY? is this important to you?</p>	<p>RECENT ACTIVITIES eg last 6 months where you have been able to develop and utilise this aspect of yourself to achieve something</p>	<p>NEW ACTIVITIES in the next 6 months where you can develop, apply and demonstrate development of these aspects of yourself</p>
<p>GOAL 1 Continued development of capability to lead and develop the Lifewide Education project - <i>immediate challenges are linked to developing knowledge, tools, facilitation skills linked to lifewide development award and building capacity and resources to support the award. Also on the promotion side to find ways of communicating and influencing the HE system in the UK and the world.</i></p>	<p>The idea of lifewide learning is very important to me and it is something I want to make practical use of to help and enable other people to develop themselves.</p>	<ul style="list-style-type: none"> • Developed business plan. • Designed and provided content for community website • Organisation publicly launched February 2012. • Community building currently 250 • Lifewide Magazine & e-book launched and provided content • Engaged in Twitter exchanges • Designed Guidance and Tools for Lifewide Development Award 	<p>All the activities planned and unplanned that will relate to delivery of June-December 2012 work plan - new areas for development include 1) involvement in social media 2) further scholarship 3) interaction with universities and other organisations</p>
<p>GOAL 2 Development of myself as someone who can run the business successfully - <i>immediate challenge is concerned with developing knowledge to complete my first professional book assignment</i></p>	<p>This is my first commercial business and I want it to be successful. The services we are offering are all interesting to me provide me with a creative and fulfilling outlet. By making a profit I can also provide financial and technical assistance to the Lifewide Education project.</p>	<p>Last 6 months has been dominated by a book assignment provided by Solent University. This project needs to be finished in an effective manner before Christmas.</p>	<p>Complete the writing of the Solent University book on innovation</p> <p>New areas include finding and recruiting freelance workers to help me develop and grow the business</p>

GOAL 3 This is about improvising in the day by day family situations that emerge - immediate challenges relate to <i>1) supporting my eldest daughter who is trying to look after new born twins plus another child 2) helping another daughter prepare for going to university 3) helping our youngest daughter make the transition to another school</i>	Because this goes to the heart of being an effective and caring parent	Lots of looking after the babies - holding/feeding and looking after my grandson who is five. Just doing stuff to help where it's needed and doing it in a way that is acceptable because my daughter is very independent and rarely asks for anything. Working with second daughter on lifewide development award and preparation of her first CV.	Very short term immediate responses to situations as they arise.
GOAL 4 This is an entirely new area of knowledge and capability to be acquired, developed and applied	It is something I have always wanted to do and it will make a useful contribution to the band	I have been involved in recording sessions and this has triggered my interest	I need to find out how best to convert our rehearsal room to a recording studio and then learn how to record.
GOAL 5 To create a woodland garden	I have in mind a memorial to my first wife who died in 1999	I have a large garden and it involves me throughout the four seasons but in the seven years I have lived here I have not really left a mark. This will be my first attempt to shape it.	I will need to work out a design, fulfil the labour requirements and work out what plants will be appropriate for environment
GOAL 6 This is about 'watchful anticipation', recognising opportunities and acting in ways that are likely to achieve something of value	Because life has taught me that these situations happen frequently and can be very important	Involving myself in the Olympics/Paralympics and noticing the effects they had on me and using this to examine further dimensions of lifewide learning.	I need to recognise and respond to opportunities as they arise.

Which of these aspects of personal development are likely to be developed and demonstrated through the activities involved in pursuing my 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 me with a set of prompts to help me think about and record my learning and personal development. I should have delete any that I believe are not relevant and added 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>	

New technical skills eg recording	
Using social media	

WHERE I AM RECORDING AND SHARING MY EXPERIENCES, LEARNING AND DEVELOPMENT

personal website - <http://www.normanjackson.co.uk/>

blog - <http://www.normanjackson.co.uk/scraps-of-life-blog.html>

