

Personal Objectives and Learning Outcomes 1 (POLO1)

You MUST complete this form within the first month of your placement and upload it on to Moodle.

Preferred First Name:	
Formal First Name:	
Surname/Family Name:	
Student Number:	
Name placement supervisor/manager:	
Placement provider:	
Start date of placement:	
Unit code:	
Unit title & number of credits:	
Degree course (unit & teaching provider):	

Unit Description: <i>To be completed by Faculty/School/Department</i>
Aims: <i>To be completed by Faculty/School/Department</i>
Learning outcomes: <i>To be completed by Faculty/School/Department</i>
Skills: <i>To be completed by Faculty/School/Department</i>

Introduction

- The POLO forms are an essential part of your personal career management. It is vital that you become actively rather than passively involved in setting your development targets, and that you learn to reflect on your work and experiences.
- You need to set clear and realistic goals for your placement. The POLO forms are to help you in planning your development over the course of your placement, recognising those areas needing more development, thinking about the opportunities available to you, and ensuring you make the most of your placement.
- You first need to think about the skills you are taking into your placement and rate yourself accordingly to the capability levels shown in Appendix 1. Note that for rating of 2 or above, you are expected to enter a short statement outlining why you have graded yourself at this level.
- You should then think about what development you want to gain during your placement and set these as objectives.

- You should set timescales for achieving your objectives, as this is an important aspect of ensuring you find the relevant opportunities to fulfil your potential by the end of your placement.

Degree specific comment box
Brief overview of the company/institute and department you are placed in:
Summary of your role and responsibilities:
Summary of your current and upcoming work, projects, assignments:
What are your overall expectations of the placement?
Which aspects of your degree do you hope to be able to use on your placement?

Faculty/School/Department Principles, Practice & Achievement: <i>The ability to apply an understanding of theoretical, methodological, empirical and practical knowledge and skill, to the solution of problems. The ability to select and successfully apply appropriate principles, methods and techniques to placement tasks and reflect on their application.</i>
Level of capability at start of placement: Enter 1-5.
Supporting statement/evidence: For ratings of 2 or above, enter a short statement describing why you have graded yourself at this level.
Personal development goals: Enter a short statement describing what goals you want to achieve in this capability area during your placement.
How you will achieve these goals and any specific timescales set: Enter a short statement as to how you will achieve these development goals and the timescale in which you wish to have improved the capability and whether you will need any extra support to achieve this.

Communication and Networking: <i>The ability to communicate ideas by giving a complete and concise account of a situation in a variety of ways (e.g. telephone conversations, participation in meetings,</i>
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delivering presentations, written reports & documentation, liaising with personnel of different levels and forming a professional network of contacts).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

Teamwork:

The ability to work well in a team, establish good relationships with colleagues, clients & suppliers (e.g. effective listening, effective teamwork, ability to gain co-operation of others, negotiation, self-confidence).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

Problem solving & Independent Learning:

The ability to understand and interpret instructions, grasp new ideas and concepts, put forward innovative solutions, identify and adopt appropriate learning methods and strategies (e.g. identify and analyse problems, evaluate solutions and decision making).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

Self-Management & Organisation:

The ability to work independently, control and direct own training, take on responsibilities, understanding importance of planning and scheduling, and having the flexibility to respond to changing circumstances (e.g. organising own time, prioritising tasks, assuming leadership, using initiative, understanding impact of timescales, project planning, developing own work timelines and deadlines).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

Optional capabilities – Department Specific

Strategic Awareness:

Understanding of the organisational vision and strategy, and how your work fits into the wider picture (e.g. understanding the impact of your work within the company/sector, appreciation of the financial and budget implications of your tasks/project).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

IT Skills:

Knowledge of industry/sector-specific IT applications as well as general IT skills (e.g. simulation software, design packages, database applications, financial applications, reporting & analysis tools, etc.).

Level of capability at start of placement: Enter 1-5.

Supporting statement/evidence:

Personal development goals:

How you will achieve these goals and any specific timescales set:

It is your responsibility to complete this form and then discuss your objectives with your supervisor.

Appendix 1: Personal Capability Levels

Level	Descriptor	Examples of Capabilities
1	Foundation	1. Usually communicates information clearly and concisely, using appropriate language. Listens actively, checking their understanding of others' comments. 2. Supportive and collaborative team member. Shares information and keeps team informed about progress with work tasks. 3. Knows who to ask for help and asks questions to resolve issues. Identifies improvements to working practices for own tasks. 4. Finishes tasks as directed and takes care to do a good job. Checks with supervisor that their work is satisfactory and gets help if they need it. 5. Aware of the strategic direction of the organisation. Recognises how their work connects to others.
2	Intermediate	1. Clearly explains ideas and arguments. Adapts communication style to match the needs of different people or audiences. Listens to and considers others' ideas and perspectives. 2. Actively builds positive relationships with other team members and clients, and supports others in difficult circumstances. Contributes pro-actively to team discussions and works effectively with other team members to carry out tasks. 3. Researches and analyses information relating to own work tasks and responsibilities. 4. Works independently on routine tasks and takes personal responsibility for satisfactory completion of tasks. Manages own time and workload effectively. 5. Understands and supports the organisation's vision, mission and business objectives. Recognises how own work contributes to the achievement of team and section goals.
3	Adept	1. Identifies and focuses on key points for different audiences. Is sensitive to own and others' non-verbal cues. Enables others' ideas and viewpoints to be heard, and discusses them credibly and thoughtfully. 2. Ensures that other team members are informed of relevant issues. Actively builds co-operative networks and identifies further opportunities to work collaboratively. 3. Assimilates and evaluates information from multiple sources. Identifies interrelationships between issues and thinks laterally. Identifies and shares business process improvements. 4. Develops own work plans to deliver project objectives, taking into account agreed priorities. Shows initiative, and responds positively and flexibly to changing circumstances.

		5. Recognises how own work contributes to the achievement of organisational goals. Promotes a shared sense of direction within the team.
4	Advanced	1. Communicates in a clear, confident and articulate manner. Able to 'translate' technical and complex information appropriately for different audiences. Anticipates and identifies relevant stakeholders' expectations and concerns, and can address them persuasively. 2. Shares lessons learned across different teams or business units. Consults with colleagues, clients and stakeholders, and responds appropriately to their needs and expectations. 3. Takes account of the organisational context when exploring new problems and ideas. Analyses issues critically and uses lateral thinking to develop solutions. 4. Proactively monitors project progress and adjusts plans as required. Persists with achieving objectives even in difficult circumstances. 5. Identifies the relationship between organisational goals and operational tasks. Clearly communicates organisational goals and objectives to others.
5	Highly Advanced	1. Communicates in a highly articulate and influential way, anticipating the position of others, and responding appropriately. Encourages debate within the organisation and promotes the organisation externally. 2. Builds collaborative networks of key individuals both internally and externally. Identifies and develops mutually beneficial solutions to shared problems. 3. Engages in high-level critical analysis of complex problems. Develops creative solutions, taking into account any wider organisational and sector-wide implications. 4. Anticipates the impact of any changes in the business or sector on project objectives, and adapts plans appropriately. Sets high goals and acts as a professional role model for colleagues. Actively seeks, reflects upon, and acts on feedback on own performance. 5. Has strategic influence in the organisation. Engages others and generates commitment to organisational strategies.