

CSI_4_Professional Practice: PPR_PERSONAL DEVELOPMENT PLAN (PDP)

Student ID: S4327230

Tutorial Time: 11 am – 1 pm

PDP Template

Student Name: Alain De Jesus

Date: February 2026

Component	Goal	Purpose	Priority	Plan	Time frame	Resources	Relevance
Description	What skills or knowledge do you aim to develop?	How will this benefit your studies or future career?	High, Medium, or Low	How will you achieve this goal?	When do you aim to complete this goal?	What will you need to achieve this?	How does this align with your career aspirations?
Technical Skill	<ul style="list-style-type: none"> • Data analysis and visualisation • Database management • Cloud deployment 	<p>Improved Academic Performance. Better Contribution to Group Projects</p> <p>Increased Employability</p>	High	I will achieve this goal by applying technical skills in coursework and the FAS group project, supported by independent study, online resources, practical coding tasks, and collaborative teamwork using Agile methods and version control tools.	By the end of the current semester and completion of the FAS group project. Throughout the 2025–2026 academic year, with key milestones achieved during this module.	I will need access to module lectures, online learning resources, coding tools (VS Code, GitHub, database and cloud platforms), collaboration tools for Agile teamwork, support from lecturers and peers, and dedicated time to practise coding, test project features, and apply feedback	This goal aligns with my career aspirations because the technical skills I am developing—such as programming, databases, cloud systems, UI/UX, and version control—are essential for my future roles in software development and technology. Building these skills now prepares me for industry-standard tools and

								workflows, increases my employability, and supports my long-term development toward becoming a confident and capable full-stack or software engineer.
	Project Management & Teamwork Skills	Agile Project Management Skills Task. Planning & Time Management. Conflict Resolution & Problem-Solving	Better Performance in Group Projects. Stronger Academic Organisation and Time Management Ability to Work in Professional Development Teams Increased Employability in the Tech Industry	High	I will achieve this goal by actively applying project management and teamwork principles throughout the FAS group project and my coursework. I will use Agile methods such as sprint planning, task prioritisation, and regular check-ins to stay organised and	I aim to complete this goal by the end of the current semester, during the development and delivery of the FAS group project. Throughout the 2025–2026 academic year	Access to group communication platforms—such as Teams, WhatsApp groups, or shared documents—will be essential for staying connected with my teammates, sharing updates, and resolving issues quickly.	Developing these skills now prepares me to work effectively within professional development teams that rely on sprints, stand-ups, and shared responsibilities.

					maintain consistent progress.			
	Writing or Communication Skill	Academic Writing Skills. Professional Communication. Presentation & Verbal Communication	In the tech industry, clear communication—whether through emails, documentation, or technical explanations—is essential. Developing these skills will prepare me to communicate with colleagues, stakeholders, and clients in a professional and confident manner	High	I will achieve this goal by actively practising and applying writing and communication techniques throughout my coursework and group projects. To improve my academic writing, I will focus on structuring my assignments more clearly, using appropriate referencing, and applying feedback from lecturers to strengthen my written work	I aim to complete this goal by the end of the current semester, as I will be applying writing and communication skills throughout my assignments, presentations, and the FAS group project. However, I will continue developing these skills throughout the 2025–2026	To achieve this goal, I will need access to academic writing resources—such as lecture materials, writing guides, and examples of high-quality academic work—to help me understand strong structure and style. I will also need feedback from lecturers and peers so I can identify areas for improvement and refine my writing over time. For communication and presentation	This goal aligns closely with my career aspirations because strong writing and communication skills are essential in the technology industry. As a future software developer or full-stack engineer, I will need to communicate technical ideas clearly to different audiences, including teammates, project managers, and clients

							development, I will need opportunities to practise through group projects, class discussions, and presentation tasks	
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When completing the PDP table, use a simple and justified scale:

- **High:** Essential for current modules and project success
- **Medium:** Important for employability and skill development
- **Low:** Useful but not urgent or already partially developed

Skills and Knowledge:

- Technical skills are prioritised based on their relevance to current coursework, contribution to the Feedback Application System project, alignment with future career goals, and feasibility within the academic timeframe. High-priority skills focus on immediate project delivery, while medium-priority skills support employability and long-term professional development.

Feature Benefit:

- Developing these technical skills will improve my academic performance by enabling me to produce higher-quality coursework, contribute effectively to group projects, and meet module requirements with confidence. These skills are also essential for my future career in software and technology, as employers expect strong abilities in programming, database management, cloud systems, and UI/UX. Building these skills now increases my employability, prepares me for industry-standard tools and workflows, and supports long-term career development in roles such as software development, data analysis, and full-stack engineering.

Team tasks and structure of presentation:

1. **Cover slide:** Team name and logo provided. Shows module name and module code.

Shows each students' name and student ID number. States project name. Shows submission date and time. (5 marks)
2. **Problem overview and design approach:** Describes your team's project problem, aim and objectives. Describes the solution's development approach. Shows critical and creative thinking (brainstorming ideas and sketching out ideas). Considers ease of use and accessibility for a diverse range of students. (10 marks)
3. **Research and options analysis:** Investigate existing digital feedback solutions. What features do they offer? What gaps can we fill? Provide insights on how your system can stand out in terms of functionality, design, and user experience. Cite and reference your work. (15 marks)
4. **Persona and user roles:** Create detailed user personas representing the diverse LSBU student body and admin staff. Who will use this system? Understand their needs, preferences, roles, and challenges to ensure the system is tailored to its users. (10 marks)
5. **Frontend technology:** Research and select the best frontend technologies to bring the Design & User Experience Lead's vision to life. Consider the compatibility of your choices with different devices and browsers. (15 marks)
6. **Backend design:** Choose robust and scalable backend technologies to support the system's functionality. Ensure the system can handle a large volume of feedback and prioritise data privacy and security. (15 marks)
7. **Team dynamics and project management:** Describe each member's role and tasks they covered. Show evidence of team and time management. Highlight issues/benefits of planning, and the use of collaborative tools and techniques. (5 marks)
8. **Academic integrity:** Sources are cited, dated, and referenced. Logical content. Error free and grammatical correct. High quality images, tables, or illustrations. (5 marks)
9. **Presenters and the presentation:** Present at the start of the Team Presentation. Smart dress code adopted and showed seriousness. Slides structured, formatted, titled/images labelled. Shares new ideas and exudes confidence. The student is poised, speaks clearly and audibly. Uses visual prompts, not reading-off slides/cards. Makes eye contact and engages the audience. Well-rehearsed with good presentation pace. Able to address questions put to the team. Achieves learning outcomes for this task. (20 mark)

Week 3

The Fundamentals of Creative Thinking & Problem Solving

Task 1 (30 minutes)

Activity 1: Creative Thinking - Feedback Application System (FAS) Brainstorm (30 minutes) Objective: To generate different and innovative ideas for your FAS.

Task: Team meeting and presentation Slide 1:

Design a title slide that features your team logo, the names of all team members, the Week 3 date, and the lecture title, ensuring the logo also appears on every subsequent slide for consistent **branding**.

Slide 2:

In your group, brainstorm potential **features and functionalities of your Feedback Application Systems (FAS)** with emphasis **on creative thinking**. **Present three examples on this slide.**

Balanced Feedback (Strengths + Improvements): (prevent all Negative)

What helped your learning today? What should change next time?

Accessibility First” Multimodal Feedback (Voice/Text + Translation + Low Bandwidth), increasing inclusivity and participation)

Students can submit via text, voice note, or quick ticks (good for different needs) Offline/low-data submission that syncs later + screen-reader friendly UI

10-Second Check-Out (Hyper-Quick + Anonymous)

Auto-prompts based on choice (e.g., “What would improve this session most?”)

Slide 3:

Make sure to challenge established **norms and assumptions when designing the FAS** with **emphasis on rational thinking**. **State three norms or assumptions you challenge on this slide.**

Assumption: “Feedback must be long and detailed to be useful.

We challenge this by arguing:

Short, structured feedback (e.g. quick ratings, prompts, and focused questions) can be more reliable and actionable than lengthy comments. Rational design prioritises clarity, consistency, and participation rate, not volume.

Assumption: “One feedback format works for all students.”

We challenge this by arguing:

Students have diverse needs and communication preferences. A rational system must offer multiple input methods (text, voice, quick ticks) to ensure accessibility, inclusivity, and fairness, increasing the validity of collected data.

Slide 4:

Re-define the project problem to suit your own thinking/research and choose a project management method you plan to adopt. State your re-defined project problem and your team project management method.

Traditional feedback systems at university are often slow, under-used, inaccessible, and difficult to act upon. End-of-module surveys do not capture students’ experiences when they matter most, and many students disengage due to time constraints, lack of anonymity, or limited feedback formats.

Our re-defined problem:

How can we design a fast, inclusive, and anonymous Feedback Application System (FAS) that captures meaningful student feedback after every session and presents it in a way that enables timely, evidence-based improvements to teaching and learning?

- We will adopt an Agile project management approach, inspired by Scrum, because it supports flexibility, collaboration, and continuous improvement.

Rationale:

- The FAS will be developed iteratively, allowing us to refine features based on feedback and testing.
- Tasks are broken into short sprints, improving time management and accountability.
- Regular team check-ins support communication, adaptability, and risk reduction.
- Agile aligns with the project's goal of continuous feedback and improvement, mirroring how the application itself functions.

Team tasks and structure of presentation:

Cover slide: Team name and logo provided. Shows module name and module code.

Shows each students' name and student ID number. States project name. Shows submission date and time. (5 marks)

Problem overview and design approach: Describes your team's project problem, aim and

objectives. Describes the solution's development approach. Shows critical and creative thinking (brainstorming ideas and sketching out ideas). Considers ease of use and accessibility for a diverse range of students. (10 marks)

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We challenge this by arguing:

Version 2

CSI_4_PPR_S2

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Slide 4:

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I've written it in a student-friendly way and aligned it with what your course and FAS project require.

Skills or Knowledge I Aim to Develop (Project Management & Teamwork Skill)

1. Agile Project Management Skills

I aim to develop a strong understanding of Agile methodologies—especially Scrum—so I can work effectively in short sprints, plan tasks clearly, and adapt quickly when project requirements change. This includes learning how to create sprint goals, manage backlogs, run stand-up meetings, and evaluate progress through retrospectives.

2. Task Planning & Time Management

I want to improve my ability to break large tasks into manageable subtasks, prioritise work logically, estimate completion times realistically, and ensure that deadlines are met. This skill is essential for delivering consistent progress throughout the FAS group project.

3. Effective Team Collaboration

I aim to strengthen my communication and collaboration skills so I can work more efficiently with my team. This includes sharing ideas clearly, actively listening, giving constructive feedback, and adapting to different team members' strengths and working styles.

4. Conflict Resolution & Problem-Solving

Working in a group requires the ability to handle disagreements professionally. I aim to develop strategies for addressing misunderstandings, resolving conflicts calmly, and finding fair solutions that help the team stay productive and positive.

5. Use of Collaborative Tools

I aim to gain practical experience with collaboration platforms such as Trello, GitHub Projects, Teams, or shared documents to manage tasks, track progress, and communicate efficiently throughout the project.

6. Leadership & Taking Initiative

Even if I'm not the designated leader, I want to develop confidence in taking initiative—whether by organising small tasks, supporting teammates, or helping keep the project structured and on track.