

**BISHOP GROSSETESTE UNIVERSITY**

**Document Administration**

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## **Introduction**

The Bishop Grosseteste University system of Personal Development Planning (PDP) that guides, encourages and supports students in the evaluation of their academic, professional and personal development is based on BGU's strong record of student support and guidance. The system was reviewed in 2015 to ensure that it meets QAA documentation: 'Personal development planning: guidance for institutional policy and practice in higher education' (QAA, 2009); reference was also made to the publication: 'Enterprise and entrepreneurship education: Guidance for UK higher education providers (QAA, September 2012).

## **Policy Statement**

The primary objectives of Personal Development Planning are for students to:

- to plan their personal, educational and career development;
- to improve the capacity of individual students to reflect on their learning and performance;
- to take responsibility for their learning;
- to take responsibility for engaging with opportunities provided by the University and beyond, in employability, volunteering and placement;
- to develop reflection on employability skills, professional capabilities and attributes.

The PDP system encourages students to evaluate their performance, to maintain essential progress documents during the year and to collect supplementary information which can be used both for evaluation and the creation of a portfolio of evidence/career entry file. Academic Coordinators /Course Leaders should implement PDPs for their courses. Heads of School have an important role in maintaining an overview of PDP practice, ensuring parity between programmes.

PDP processes should be administered by a Personal Tutor. An annual individual tutorial (as a minimum) should be offered to all students in order to discuss their overall personal and academic progress. The Notes of Guidance that accompany this policy however, recommend much greater contact and suggest prompt questions that could be adapted by tutors for tutorial use.

PDP content should adhere to an established basic minimum but afford the flexibility needed to ensure that PDPs meet the needs of students on particular programmes. The PDP formats should be concise in essentials, but flexible enough to include a wide range of evidence of formal and informal learning and experience.

As a minimum, PDPs should include:

1. A clear timetable for personal tutorials and careers and employability advice, provided by the Academic Coordinator/Course Leader (see the Notes of Guidance that accompany this policy for further details of careers, employability, and enterprise activities).
2. Space for the student to summarise their pre-HE educational experience. This may be in the form of a summary record of achievement, or CV, provided by the student.
3. Explicit links to assessment processes, managed by the student but prompted by the Academic Coordinator/Course Leader. This may include the student reflecting upon self-assessments with a tutor, setting target grades with a tutor, using assessment criteria to identify for themselves strengths and areas for development. The student could include assignment feedback sheets and end of year mark transcripts in this section.

4. A template with references to professional standards, if applicable, provided by the Academic Coordinator/Course Leader.
5. Space for the student to consider exit routes and careers.
6. Space for the student to develop their CV.
6. Space for the student to gather evidence of experiences, within and beyond the course, which contribute to a portfolio of evidence to demonstrate professional capabilities and attributes.

General monitoring, review and oversight of the PDP system will be the responsibility of the Executive Dean for Learning, Teaching and International.

Manager responsible for policy	Head of Learning and Teaching
Forum for initial approval	Learning and Teaching Committee September 2009
Date most recently revised	December 2016