

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 initially 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 2018). A further review was undertaken in 2019 to ensure alignment with QAA revised UK Quality Code for Higher Education's (March 2018) expectation for quality: the provider supports all students to achieve successful academic and professional outcomes.

Policy Statement

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

- plan their personal, educational and career development;
- improve the capacity of individual students to reflect on their learning and performance;
- take responsibility for their learning;
- take responsibility for engaging with opportunities provided by the University and beyond, in employability, volunteering and placement; and
- 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. Key data sets, where available, can be consulted by students, Personal Tutors, Programme Leaders, Heads of Programme, Dean of Faculty and **the Pro Vice-Chancellor – Students**. Where relevant, staff from professional support departments are able to access key data sets. Key data sets might include:

- attendance;
- grades;
- VLE engagement; and
- library data.

Programme Leaders should implement PDPs for their programmes. The Dean of Faculty and the Pro Vice-Chancellor – Students have an important role in maintaining an overview of PDP practice, ensuring parity between programmes. This policy is accompanied by Notes of Guidance and a paper detailing the process and roles and responsibilities for employing Learning Analytics.

PDP processes should be administered by a Personal Tutor. Twice a year an 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 Programme 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. Space for the student to reflect on their academic targets, using assessment criteria and feedback to identify for themselves strengths, areas for development and plans for enhancement.
4. Space for the student to reflect on their personal and professional development in relation to graduate attributes.
5. A template with references to professional standards, if applicable, provided by the Programme Leader.
6. Space for the student to consider exit routes, careers and trajectory.
7. Space for the student to gather evidence of experiences, within and beyond the programme, which contribute to a portfolio of evidence to demonstrate professional capabilities and attributes.
8. The opportunity to discuss any concerns the student or Personal Tutor may have regarding engagement with studies.

General monitoring, review and oversight of the PDP system will be the responsibility of the Pro Vice-Chancellor – Students.