

Tutorial and Personal Development Planning Policy

For Higher Education Students

Contents

Purpose.....	3
Background.....	3
Core principles.....	3
Scope.....	4
Minimum expectations.....	4
Minimum outcomes.....	4
Procedure.....	5
Roles and responsibilities.....	5

Tutorial and Personal Development and Planning Policy

Purpose

The purpose of this policy is to ensure that all Higher Education (HE) students participate in Tutorials and Personal Development Planning (PDP) and that all students will be given the opportunity, resources and support to do so as an integral part of their course. It is recognised that the ultimate responsibility for deriving benefit from personal development planning rests with individual students, however College staff are responsible for providing information about Tutorials and PDP and for providing resources and for supporting students.

Background

The implementation of PDP in UK Higher Education is a sector-wide initiative aimed at implementing a framework for enhancing and capturing student learning. This sector wide agreement was reached in 2001 with PDP to be implemented across all HE provision by 2005/6 and to be monitored and enhanced thereafter. The latest publications can be found on the QAA website:

- *Quality Code, Chapter B4: Enabling Student Development and Achievement* and
- *UK Quality Code for Higher Education: Advice and Guidance, Enabling Student Achievement.*

The sector-wide definition of PDP is:

'A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development.' (QAA, 2009).

Indicator 6 of QAA Quality Code B4 indicates that all students should have opportunities to develop skills that enable their academic, personal and professional progression. This policy aims to set out how students progress within their programme of studies and the interventions that the college and students are obliged to undertake.

PDP is usually undertaken with academic guidance normally provided as part of a tutorial with the programme leader or a member of the programme team.

Core principles

Six core principles have been defined that will underpin PDP across the College:

- 1) It will be an integral part of the learning process of all HE programmes providing an opportunity for learners to reflect on and plan their learning, and integrate their learning experience usually within a tutorial setting.
- 2) It will seek to enable learners to build on their previous (and concurrent) experience in educational, employment and life experience settings, and support and value learners' wider engagement with PDP as a lifelong learning process.
- 3) It will be a student-centred process, which empowers learners to develop both a personal record of attainment, reflection and planning, and the skills to effectively build, interpret and apply that evidence. Where the PDP is developed as part of a tutorial there will be a further emphasis on academic progress.
- 4) PDP will be a structured and supportive process, with opportunities for feedback on their use of PDP as a tool to support their learning. Appropriate tools, including electronic support will be provided to facilitate the process.

Tutorial and Personal Development Planning Policy (HE)

- 5) It will be purposeful and relevant to lifelong learning and employment, seeking to support the development of employment relevant skills and enhance preparedness for further study and/or employment.
- 6) The effectiveness of PDP in enhancing student learning and employability will be regularly evaluated, and PDP models/practices developed as appropriate.

Scope

The College provides support for student engagement in PDP by three different routes:

1) Through the curriculum

Majority of HE programmes at the College have credit-bearing modules that require students to undertake a process of PDP. Where these exist the programmes concerned are expected to support student PDP activities in line with the College's Quality Processes and Systems. The Quality team embed HE Tutorial and PDP weeks once a term for curriculum teams and students to review, monitor and discuss goals and/or outcomes which will be inserted as records on Students's Individual Learning Plans (i.e. via Proportal) and in accordance with the regulations of the appropriate awarding body.

2) Through the personal tutorial system

The primary role of the personal tutor is to support student personal development planning, this support is described in the Programme Handbook. Students have an entitlement to tutorials as part of their programme. They normally meet with their tutors once each semester or term. This provides an opportunity to review progress to date and plan further objectives for the forthcoming period of study.

3) Independent student PDP

Students are supported to work independently through the provision of materials and resources direct to students via the programme teams and programme handbooks.

Minimum expectations

In line with QAA Guidelines, the minimum expectations for the Nescot PDP Policy are that:

- **at the start of a programme**, students will be introduced to the opportunities for PDP
- students will be provided with opportunities for PDP **during each semester or term**.
- the rationale for PDP at different stages of a programme will be explained for the benefit of students in student or course handbooks or module/unit guides.
- the broad nature and scope of opportunities for PDP and minimum requirements for the recording of outcomes will be determined by the College.

Minimum outcomes

Again, in line with QAA Guidelines, on completion of their programme, students will have:

- participated in PDP in a range of learning contexts **at each stage or level of their programme**.
- demonstrated that they can access and use the aids and tools provided by the institution to help them reflect upon their own learning and achievements and to plan for their own personal, educational and career development

- with support, created their own learning records containing information on the qualities and skills they can evidence which can be drawn upon when applying for a job or further study

Procedure

The following quality standards will apply to the provision of opportunities to engage in PDP:

Students on all programmes will be provided with:

- 1) Advance information on:
 - a) The opportunities offered to engage in PDP through their programme of study through the programme specification, prospectus and/or other advance information.
 - b. Information on the ways in which their own evidence of learning may be eligible for accreditation e.g. APL or AP(E)L.
- 2) At the start of their programme:
 - a. A rationale for engagement in PDP throughout the programme
 - b. An introduction to PDP
 - c. An introduction to the opportunities provided by the programme for PDP including an introduction to the specific PDP tool used by the programme and advice in the programme documentation
- 3) At each stage of the programme:
 - a) Information about any development or change in the use of PDP mechanisms as the programme progresses.
- 4) Throughout their programme:
 - a) Opportunity to engage in PDP across a range of learning contexts including theory and practice, work-based, social or formal learning, experiential or information based. Dedicated documentation may be provided for work placement or practice based learning. General PDP tools may be provided that complement structured exercises and tutor support.
 - b) An opportunity to build a record of their learning achievements
 - c) Opportunity to discuss their PDP with a tutor or advisor
- 5) On completion of the programme:
 - a) Inclusion of any formal accreditation of engagement in PDP to be included on the HEAR statement.

Roles and responsibilities

Students

In order to derive maximum benefit from PDP, students have the responsibility to:

- a) Participate fully in the PDP opportunities offered by the College in a range of learning contexts inside and outside the formal curriculum;
- b) Ensure that they know how to recognise, value and reflect effectively on their learning and achievements and plan their own personal, educational and career development;
- c) Create, with support, their own learning records, using the College systems, or other approved systems, to build a body of information on the qualities and skills they can evidence and which can be drawn upon to enhance employability or further study.

Programme Leads

Programme Leads have the following responsibilities:

- a) Implementation
 - Develop at appropriate levels, in line with College policy, teaching and learning strategies and opportunities which support the implementation of PDP processes appropriate to their subjects and students, influenced by subject benchmarks and, where appropriate, professional and statutory bodies.
- b) Information
 - Include information about PDP within their programme handbooks, with clear indications of how a student can expect to encounter PDP within the programme;
 - Provide students with information on how their own evidence of learning might be eligible for accreditation.
- c) Opportunities and Support
 - Introduce students, during the programme, to PDP and explain its rationale;
 - Encourage and support students to engage in progressive and developmental PDP processes;
 - Integrate PDP into the student support structures and activities to allow staff and students to engage actively in reviewing student development;
 - Provide clear guidance and support on PDP and the records students are expected to maintain within the system.
- d) Development and Monitoring
 - Undertake regular reviews of the PDP processes and their effectiveness to support learning.

The College

The College, through the Deputy Principal of Curriculum & Quality and the Director of HE has the responsibility to:

- Provide appropriate resources to enable tutorial and PDP activity to be undertaken.
- Articulate its policy on PDP through the prospectus and programme handbooks.
- Ensure that the monitoring, review and development of PDP will be a feature of quality assurance processes. (discussed explicitly as part of the internal (re) validation process and annual programme reviews);
- Continue to develop and support an interactive online tool for use by students and staff;
- Provide staff development opportunities that enable teaching staff to provide effective PDP support to student;
- Liaise with Higher Education partners and where appropriate, professional bodies to ensure that its processes and systems are in keeping with employment and Lifelong Learning needs and expectations.
- Support Course Teams in liaising with organisations (such as QAA, PRSB and OfS) to determine appropriately focused subject-based PDP activities.

Tutorial and Personal Development Planning Policy for HE Students

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