# Personal Development Planning

### Effective from 1 August 2014

### Version Number: v1.2

**Author:** Acting Director
Student Life

## Document Control Information

**Status and reason for development**

***Status:***          Revised

***Reason for***          New contact details
***development:***

**Revision History**

| *Date* | *Author* | *Summary of changes* | *Version No.* |
|---|---|---|---|
| 22 August 2013 | Linda Tompkins | Amended contact details | V1.1 |
| 29 July 2014 | Helen Parker | Updated name of Salford Advantage Award | V1.2 |

**Policy Management and Responsibilities**

Owner:                          Acting Director, Student Life

Author:                         Linda Tompkins

Others with responsibilities          All subjects of the Policy will be responsible for engaging with and adhering
(please specify):                to this policy.

| **Assessment** | *Cross relevant assessments* | *Cross if not applicable* |
|---|---|---|
| Equality Analysis | ☐ | X |
| Legal | ☐ | X |
| Information Governance | ☐ | X |
| Academic Governance | ☐ | X |

| **Consultation** | | *Cross relevant consultations* |
|---|---|---|
| Staff Trades Unions via HR | | ☐ |
| Students via USSU | | ☐ |
| Any relevant external bodies | | ☐ |
| (please specify) | …………………………….. | |

**Authorised by:**          Senate

**Date authorised:**          5 December 2012

**Effective from:**          January 2013

**Review due:**          2014/15

**Document location:**

University Policy & Procedures page: www.salford.ac.uk/university/governance/policies-and-procedures

**Document dissemination and communications plan**

### 1.    PURPOSE

1.1    This document sets out the University's requirements for guidance and minimum standards in relation to Personal Development Planning.

### 2.    SCOPE

2.1    This document applies to all taught programmes at the University of Salford and all students on those programmes.

### 3.    PRINCIPLES

3.1    There is no single model for the Personal Development Planning (PDP) process in the University.  However the primary principle for the institution regarding PDP is defined by the QAA[1] as:

'a structured and supported process undertaken by a learner to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.  It is an inclusive process, open to all learners, in all HE provision settings, and at all levels'.

3.2    The University recognises that clearly identified opportunities to develop PDP practices are essential to support student learning and development.  Schools may wish to ensure that effective mechanisms (which may incorporate the Personal Tutor role) are in place for supporting PDP across all levels of study.

3.3    PDP processes within programmes of study will be developed and owned by each School. The University's PACE framework[2] will support academic staff in developing inclusive learning outcomes specific to the subject.  This approach recognises the wide range of different approaches which subjects may need to take. Individual programme design will include mode of delivery of the PACE elements as taught, assessed or practised.  All levels of activity are underpinned with PDP and reflective practice.  PACE + is a generic set of employability modules available for inclusion into any programme pre-validation.

3.4    In order to support the provision of PDP for all students the University will ensure that Careers and Employability in the Student Life Directorate continues to provide an active programme of personal, academic and employability skills training and development.  The Salford Advantage Award will be further developed to ensure that students at all levels of study can personalise their learning journey and gain recognition for their engagement in extra and co-curricular activities including volunteering, enterprise activities, work placements and the development of career planning and employability skills.

3.5    The expansion and diversification of HE and the range of career patterns being more varied and less predictable make it more important than ever for students and graduates to take personal responsibility for managing their own personal, academic and career development throughout their lives.  The ability to reflect and review learning is an essential element of the PDP process and enables students to become independent learners and to manage their future careers effectively.

---

[1] Quality Assurance Agency for Higher Education. (2009). Personal Development Planning: guidance for institutional policy and practice in higher education.

[2] For full details go to: www.careers.salford.ac.uk/page/pace

3.6     The introduction of the Higher Education Achievement Report (HEAR) requires the recognition of a broader, verifiable, range of learner achievement to be included under Section 6.1 additional information.  PDP provides the flexible route to achieve this and an e-portfolio/recording system provides the evidence and reflections to demonstrate learning and development.

3.7     The effectiveness of PDP models/practices in enhancing student learning and employability will be regularly evaluated and developed or amended as appropriate by the school or programme team.

3.8     The University will ensure that all PDP processes and systems are accessible to all student groups including students with disabilities, distance learners those studying abroad or on work experience placements.

## 4.      MINIMUM STANDARDS

4.1     All University of Salford programmes will provide students with the opportunity to engage in a process of PDP and provide a means by which students can monitor, build and reflect upon their personal development.

4.2     Opportunities for PDP exist at every level of a programme and these opportunities are clearly outlined within programme specifications.

4.3     All students are provided with an introduction to PDP or to PDP based activities at an appropriate time before, or soon after the beginning of their programme of study.

4.4     Programme teams should determine the nature and purpose of PDP as it relates to their programmes.  A rationale for engaging with PDP must be clearly articulated, for the benefit of students, within course materials (for example, programme handbooks or module outlines).

4.5     All students will be offered support in undertaking PDP processes including:

- how to reflect on their learning and develop their transferable skills

- how to build personal development plans within the context of their fields of study and to articulate their achievements to enhance their employability

- how to extend and develop their personal development planning throughout their programme of study whether their learning takes place on- or off-campus

- how they might integrate extra or co-curricular experiences (e.g. voluntary work, placement learning, part-time employment etc) in to their own PDP

4.6     A recording facility to structure the PDP process and to encourage students to plan, record and reflect upon their academic, career and personal development either paper based or online should be made available to all students.

4.7     All Colleges will be expected to promote opportunities for engagement with PDP available outside of the academic curriculum e.g. The Salford Advantage Award, the Students' Union Rep Academy.

4.8     On completion of the programme, where any formal accreditation of PDP exists it should be included on the transcript.  When implemented evidence of extra or co-curricular engagement in PDP may be included in section 6.1 of the HEAR.

**5.      GUIDANCE (Responsibilities of the student)**

*5.1      In order to gain benefits from the PDP process, University of Salford students have the responsibility to:*

   a.    Participate fully in the PDP opportunities offered by the University in a range of learning contexts inside and outside the formal curriculum.

   b.    Ensure that they know how to recognise and reflect effectively on their learning and achievements and plan their own personal, educational and career development.

   c.    Create their own learning records, to build a progressive body of information on the qualities and skills they can evidence and which can be drawn upon to enhance employability or further study.  Support and recording frameworks will be provided by either the programme team or through the Student Life Directorate.

**6.      GUIDANCE (Responsibilities of Schools and Colleges)**

*6.1      Colleges, Schools, and Programme Teams have the responsibility for:*

   *a.    Implementation*

Develop at appropriate levels, in line with University policy, teaching and learning strategies which support the implementation of PDP processes appropriate to their subjects and students, influenced by subject benchmarks and, where appropriate, professional, regulatory and statutory bodies.

   *b.    Information*

- Include information about PDP within module handbooks and/or Blackboard 9, with clear indications of how a student can expect to encounter PDP within the programme

- Promote opportunities for engagement with PDP available outside of the academic curriculum e.g. The Salford Advantage Award, the Students' Union Rep Academy

   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

   *d.    Development and Monitoring*

- Undertake regular reviews of the PDP processes and their effectiveness to support learning

**7.      GUIDANCE (Responsibilities of the University)**

*7.1      The University of Salford has the responsibility to:*

   a.    Ensure that the monitoring, review and development of PDP will be a feature of all university quality assurance processes (e.g. discussed explicitly as part of the (re) validation process, themed audit etc).

   b.    Develop and support an interactive online tool (ePortfolio) for use by students and staff which considers accessibility, training and use beyond graduation.

c. Provide staff development opportunities that enable teaching staff, personal tutors and professional services staff to provide effective PDP support to students.

d. Liaise with the Higher Education community and where appropriate professional bodies to ensure that its processes and systems are in keeping with employment and Lifelong Learning needs and expectations.

e. Support Colleges, Schools and Programme Teams in liaising with their educational and professional organisations (such as JISC, CRA, CETIS, QAA, HEA) to determine appropriately focused subject-based PDP activities.

## 8.      RESPONSIBILITIES FOR MANAGEMENT AND GOVERNANCE

8.1     PDP Policy and Principles are determined by Senate on the advice of Learning, Teaching and Enhancement committee.

8.2     Governance Services ensure that this statement is reviewed, monitored and evaluated annually.

8.3     Schools oversee PDP processes within their programmes.

## 9.      REVIEW DATE

9.1     To be reviewed during 2014/15.

## 10.    FURTHER INFORMATION

10.1    For more information about PDP please contact Helen Parker, Student Life Directorate: h.parker@salford.ac.uk   Tel:55182