



Higher Education Student Personal Development and Planning

Owner	HE Office
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1. Introduction

The **Quality Assurance Agency** (QAA) required that by September 2005, all Higher Education (HE) programmes should provide students with opportunities to plan and reflect upon their own learning and development, and that these opportunities be made explicit to students. This activity will benefit students by:

- Making clear links between different parts of programmes and providing a clear overview of their studies.
- Helping them reflect critically.
- Enabling them to become more independent.
- Encouraging them to be more proactive in their academic study and career planning.
- Provide students with a clear understanding of their accumulated employment-related skills.

Tutors also benefit if students can take greater responsibility for managing their own learning.

2. Minimum Requirements for Student Personal Development and Planning

Students must be provided with the opportunity to:

- Reflect on assessment activities and feedback received (both summative and formative activities and assessment) at each level/stage of their programme.
- Take part in regular progress reviews with a tutor.
- Recognise the key transferrable skills that are essential to success in their chosen industry.

These opportunities must:

- Link clearly to the learning outcomes of each level/stage of the programme.
- Link clearly to specific core modules of the programme.

- Be made explicit to the students (e.g. through the Student/Programme and Module Handbooks).
- Signpost extracurricular development activities/learning.
- Involve the summative assessment of some or all of the Personal Development Planning (PDP) activities.
- Provide a clear link with career planning and/or employability.

It is recommended that:

- Personal development planning is embedded in (rather than just linked to) specific core modules of the programme. For example, in an undergraduate programme PDP is embedded in first year skills modules, second year research modules, and third year dissertation/project modules.
- Students are provided with a mapping of key transferable skills to their modules, so they understand where and how these skills are to be developed and assessed. Subsequently, students can review the development of these skills through the programme.
- National occupational standard qualifications are either included as part of the award, or, the core skills are embedded with signposting for students on how to obtain them independently.

3. Application of the Model

The College will embed PDP in programmes, normally of at least one year in length at sub-degree, undergraduate and postgraduate levels, e.g. Higher National Diploma (HND), undergraduate (Honours) and Masters awards.

This decision to embed PDP in programmes does not preclude the development of PDP, or similar, in other modules of learning where there is a specific need, e.g. Continuing Professional Development (CPD) provision.

Revision History		
Version	Date	Detail
1.0	September 2017	
1.1	August 2018	Document edited for clarity and to homogenise presentation and implement URLs to College website HE Essential Information page.
1.2	January 2022	Checked for accuracy.