

Following agreement on the principles and practice for PDP at the University of Huddersfield (appendix one), this paper sets out suggested minimum information at University and School level, and the operational support that this might entail.

1. Minimum information:

1.1 A University web page/ pages containing:

- Principles and specification as per the agreed policy
- A statement from the Students' Union - which is embedded in the student contract

1.2 A statement in all student handbooks about PDP in their course - what it is what it will mean for them, where it happens and how they will be supported.

1.3 From 2009/10 onwards a mapping grid/progress map in PSDs indicating where PDP is to happen

1.4 A statement and support during training from the UHSU student representative lead officer

2. Operational support:

2.1 Capacity within blackboard and technical support

2.2 Shared examples of good practice (on staff only web page)

2.3 Named champions at School level

2.4 Targeted support from the careers service

Suggested mapping:

We start from the premise that the outcomes of PDP are likely to be explicit in most courses but may not be labelled as 'PDP'. This may include continuation with a chosen profession/ occupation, plus key skills, personal reflection and career planning. Mapping is a way of identifying that PDP activity is happening which could also then form the audit template for quality assurance; for example:

Aspect of PDP	Place in the course – e.g. undergraduate		
Personal reflection	Module Personal tutor?	Consolidation/reflection from over the year or module	Critical evaluation of development
EVIDENCE:	? assignment, ? SWOT of existing skills	?assignment ? Progress update and reflection on action plan	Etc etc
Career planning	Meeting careers advisor (module?)	Placement/ practice experience	CV building/Personal statement development Careers drop in
EVIDENCE	? Goal identification/Action Planning	?Placement log	? Interview portfolio
Developing independence/ confidence	Module? Personal tutor?	Etc	Etc

Aspect of PDP	Place in the course – e.g. post graduate/ post qualifying		
Personal reflection	Module Personal tutor?	Consolidation/reflection	Critical evaluation of development
EVIDENCE:	?review of current professional role? SWOT of existing skills	?assignment choice ? Progress update and reflection on action plan	Etc etc
Professional development	Targeted optional modules	Modules including practice/ or development of aspects of practice	CV building/Personal statement development
EVIDENCE	? artefacts/ skills developed for professional role		? items for inclusion in professional portfolio
Developing independence/ confidence	Module? Learning set?	Etc	Etc

Personal development Planning: Principles and Practice.

1. Introduction:

Personal Development Planning (PDP) is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential. It has the ability to enhance their employability and their career. It also provides a starting point for, or continuation of the continuous professional development expected by employers, professional and statutory bodies. As such from September 2005 all HEIs should have developed mechanisms for the integration of PDP.

PDP is described as 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 2001)

PDP may be a new starting point for some students who have not undertaken this sort of development in the past. However, increasingly, students will already be undertaking PDP either as a continuation from school, college or work, or as part of their continuing professional development. The University scheme is tailored to each course to reflect the profile of its students.

PDP has two main purposes; firstly to encourage the development of the students' self awareness of their strengths and weaknesses, thus giving a value added element to their learning; secondly to provide a record of the students' achievement in higher education. A full explanation of PDP development can be found at: <http://www.qaa.ac.uk/academicinfrastructure/progressFiles/guidelines/progfile2001.pdf>

The University of Huddersfield expects full compliance with the enclosed principles and practice of PDP for September 2009. It intends to use its VLE Blackboard as a repository for information about PDP for each course. In the medium to longer term it is envisaged that Blackboard will be a vehicle for delivering PDP. The principles and practice do not impose uniform processes or documentation across courses or Schools. For example many students will already have a professional portfolio to which their course at Huddersfield will be an addition. They do however require that all students have clear guidance and support in the development of their PDP and that all Schools commit to a set of principles (section two), provide structure and support for PDP (section three) and maintain effective Quality assurance processes (section four).

2. Principles:

The primary principle regarding PDP is to promote student learning. In order to support this each School should –

- 2.1 Demonstrate a commitment to the use of PDP as part of enabling students to achieve their full potential.
- 2.2 Ensure that an effective mechanism [that may incorporate the personal tutor role] is in place for supporting PDP.
- 2.3 Provide students with guidance and support, including a mechanism of recording, for their PDP
- 2.4 Link, where appropriate, with employers' and professional and statutory body requirements associated with the student's course of study.
- 2.5 Ensure that PDP is explicitly included in programme specifications at validation and is reviewed through the annual evaluation process.
- 2.6 In addition elements of PDP may be part of the formative or summative assessment process but this is not a University requirement

3. Minimum specification;

As a minimum all PDP must include:

- 3.1 Introductory information: what PDP is for, how students can use it and its value to them
- 3.2 Sessions during induction and relevant other points in the course to support the scheme, offer guidance on the sort of things PDP might be used for, and how specifically it fits into their course
- 3.3 Clearly identified opportunities to develop PDP – these might include for example; dedicated modules, sessions within modules, the personal tutor system or supervisory team, targeted extra sessions and materials, additional opportunities within placements or employment, dedicated external provision and at School or University level.
- 3.4 Forms/ templates for use in recording PDP to include: meetings with personal tutors and other relevant people, evaluation of modules, personal evaluation and developing/ enhancement of a CV. These materials should be flexible to suit the needs of different student profiles and portable so that they can be linked to learning/ professional practice out with the student's study at Huddersfield.
- 3.5 Transcript of achievement (for taught courses)

4. Quality assurance:

The University is required to ensure that effective strategies are in place for the management delivery of PDP. Table one defines the requirements and responsibilities for each course

Table one: Monitor and audit mechanisms for quality assurance of PDP

Points at which PDP must be embedded into QA processes and student journey	Responsibility
A strategy for managing and recording PDP is written into the Programme Specification for taught programmes and in the research students handbook for Post Graduate Researchers (PGRRG)	Course team/ Validation Panels or research office
The system and documentation for PDP are available through Blackboard (unless this is not the main VLE used by the course)	Course team/ Validation Panels or Research office
At the start of their course students are introduced to PDP. They are given a rationale for the value of PDP, the system for recording it and advice/ guidance on opportunities in the course to develop it.	Course team or research office
Throughout the course there are regular points where PDP is involved: <ul style="list-style-type: none"> • the course leader for taught programmes embeds the PDP process into the course profile (either via personal tutors or other mechanisms agreed within the School) • students are encouraged to reflect on their progress at each stage of the course • there are opportunities to build a record of learning achievement • students are given clear advice on the opportunities to discuss PDP – personal tutors, careers advice, etc. 	Course Leader Module leaders/supervisory team Course team/ supervisory team Course team/ supervisory team
On completion of taught courses students are provided with a transcript of the achievement.	ASIS system
PDP is explicitly evaluated though the course committee/ student panel, annual evaluation process	Course leader, Dean of School, research office