



Lincoln Bishop University

Document Administration

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CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

VERSION CONTROL TABLE

<u>Version Number</u>	<u>Date Authorised</u>	<u>Summary of Key Changes</u>
3.0		Changes to terms of reference
4.0	10 July 2024	Changes to formatting, language (to align with new roles and responsibilities) and introduction of concerns stage
5.0	10 June 2026	Rebranding, nomenclature, external references updated, and notes of guidance combined within Code

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

1. OUTLINE OF CODE OF PRACTICE

- 1.1. The Lincoln Bishop University system of Personal Development Planning that guides, encourages and supports students in the evaluation of their academic, professional and personal development is based on Lincoln Bishop's strong record of student support and guidance.
- 1.2. The Code of Practice reflects the guidance provided within the Office for Students (OfS) [Conditions of Registration](#), which requires universities to consider the provision of "academic support relating to the content of the higher education course" (Condition B2: Resources, Support and Student Engagement) to ensure a high-quality academic experience.

2. CODE FOCUS

- 2.1. The primary objectives of Personal Development Planning are for students to:
 - 2.1.1. plan their personal, educational and career development;
 - 2.1.2. improve the capacity of individual students to reflect on their learning and performance;
 - 2.1.3. take responsibility for their learning;
 - 2.1.4. take responsibility for engaging with opportunities provided by the University and beyond, in employability, volunteering and placement; and
 - 2.1.5. develop reflection on employability skills, professional capabilities and attributes.
- 2.2. The Personal Development Plan (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, Academic Personal Tutors, Programme Leaders, Deans and Deputy Deans of Faculty, Provost & Chief Academic Officer and Executive Dean: Teaching, Learning & Student Success. Where relevant, staff from professional support departments are able to access key data sets. Key data sets might include:
 - 2.2.1. Attendance;
 - 2.2.2. Grades
 - 2.2.3. VLE Engagement; and
 - 2.2.4. Library Data.

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

- 2.3. Programme Leaders should implement PDPs for their programmes. The Provost & Chief Academic Office and the Executive Dean: Teaching, Learning & Student Success have an important role in maintaining an overview of PDP practice, ensuring parity between programmes. This Code is accompanied by Notes of Guidance and a paper detailing the process and roles & responsibilities for employing Learning Analytics.
- 2.4. PDP processes should be administered by an Academic Personal Tutor. Twice a year, and 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 Code, however, recommend much greater contact and suggest prompt questions that could be adapted by tutors for tutorial use.
- 2.5. 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.
- 2.6. As a minimum, PDPs should include:
- 2.6.1. a clear timetable for personal tutorials and careers & employability advice, provided by the Programme Leader (see the Notes of Guidance that accompany this Code for further details of careers, employability and enterprise activities);
 - 2.6.2. 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;
 - 2.6.3. 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;
 - 2.6.4. space for the student to reflect on their personal and professional development in relation to graduate attributes;
 - 2.6.5. a template with references to professional standards, if applicable, provided by the Programme Leader;
 - 2.6.6. space for the student to consider exit routes, careers and trajectory;
 - 2.6.7. 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;
 - 2.6.8. the opportunity to discuss any concerns the students or Academic Personal Tutor may have regarding engagement with studies.

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

- 2.7. General monitoring, review and oversight of the PDP system will be the responsibility of the Executive Dean: Teaching, Learning & Student Success and the Head of Faculty Operations.

3. GUIDANCE NOTES

- 3.1. These guidelines accompany the Code of Practice for Students' Personal Development Plans (PDPs) and should be read in conjunction with it. The Academic Personal Tutor should ensure they have consulted the Learning Analytics and engaged with the Learning Analytics process prior to the tutorial. The document outlining the Learning Analytics process and the roles and responsibilities can be found [here](#).

- 3.2. Access for both staff and students to support resources in completing personal tutoring sessions is available on the VLE.

3.3. Prompt Questions for PDP Tutorials

The following questions may be useful for both Academic Personal Tutors and students as prompts during the tutorial process. They may vary depending on the type and length of course and the stage at which the student is at and therefore should be adapted accordingly.

- 3.3.1. What has been good about your course to date?
- 3.3.2. Do you have any less positive issues to raise?
- 3.3.3. Have you encountered any difficulties that I should be aware of?
- 3.3.4. Have you had any issues with engagement with your learning?

3.4. Questions related to Progress

- 3.4.1. How do you feel about the marks/grades you have received so far?
- 3.4.2. How well do you think you have addressed your personal targets from your previous work?
- 3.4.3. What targets have you identified for your next submission?
- 3.4.4. What particular aspects of your work do you think may need further attention?
- 3.4.5. Are there any study skills that you need further support with?
- 3.4.6. Do you know how/where to access support?

3.5. Questions related to Career Planning and Employability

- 3.5.1. How well do you think you have addressed your personal targets from your reflections on the Graduate Attributes?
- 3.5.2. What personal targets have you identified to further develop your Graduate Attributes?

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

- 3.5.3. Have you engaged with Careers Services in relation to employability and enterprise?
- 3.5.4. Have you considered options after your studies?
- 3.5.5. What extra-curricular/voluntary/paid activities are you involved in?
- 3.5.6. How may these help you in the future (experience, professional development, transferable and employability skills)?
- 3.5.7. Is your evidence folder/portfolio up to date?
- 3.5.8. Is your CV or LinkedIn profile up to date?

3.6. The University's Careers Service offers Students:

- 3.6.1. The University's Careers Service offers students the following:
 - i. Individual careers and enterprise advice and guidance appointments.
 - ii. Graduate Attributes Excellence Award inductions and ongoing support throughout the award.
 - iii. Access to the online vacancies and appointment booking service, accessed via the Portal.
 - iv. Appointments available face-to-face, via Microsoft Teams or via email.
 - v. CV, application form and personal statement checking service.
 - vi. Mock interviews and interview support & preparation.
 - vii. Careers, employability and enterprise information sessions, both within the academic curriculum and as bespoke workshops.
 - viii. Enterprise support including business start-up advice, access to dedicated enterprise space, referral to partner organisations and networking opportunities.
 - ix. Support with identifying and accessing volunteering opportunities.
- 3.6.2. Most importantly, the Careers Service offers a programme of activities that are designed to be embedded throughout programmes. It is recommended that the following types of activities can take place in each year of a programme, although the timeline may vary depending on the type and length of the programme and should be adapted accordingly. Programme Leaders should contact Careers Services for more details.

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

Year 1	• Introduction to the Careers Service • Developing your employability in the first year at University • This session is useful for students who may need additional support when using Career Services. Students may identify and set various preferences for their particular job searing requirements, for example, finding term-time or holiday jobs.
Year 2	• Your Careers Service – refresher session on the support you can access via support services. • Specific sessions to discuss your career choice. These sessions can be important for students who need to raise their level of self-awareness and who need support answering questions such as ‘I don’t know what to do?’ and ‘What would I be good at?’ • CV design • LinkedIn and Personal Branding • Careers and options for your subject area after your degree studies • Interview technique • Employer talks and presentations • Further study and funding, including applying for teacher training • Career, employability, enterprise, and life planning
Year 3	• Refresher Careers Session – help available towards the end of your studies and beyond • The world of work – managing the transition from University to the workplace • Job hunting • Further study and funding • Graduate schemes • Gap year planning and Working Abroad • Labour Market Information • Starting your own business and exploring entrepreneurship



CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

4. APPENDIX 1: NOTES OF GUIDANCE ON STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

Notes of Guidance on Students' Personal Development Plans (PDPs)

These guidelines accompany the Code of Practice for Students' Personal Development Plans (PDPs) and should be read in conjunction with it. The Academic Personal Tutor should ensure they have consulted the Learning Analytics and engaged with the Learning Analytics process prior to the tutorial. The document outlining the Learning Analytics Process and the roles & Responsibilities can be found here.

Prompt Questions for PDP Tutorials

The following questions may be used for both Academic Personal Tutors and students as prompts during the tutorial process. They may vary depending on the type and length of course and the stage at which the student is at and therefore should be updated accordingly.

General Questions

1. What has been good about your course to date?
2. Do you have any less positive issues to raise?
3. Have you encountered any difficulties that I should be aware of?
4. Have you had any issues with engagement with your learning?

Questions Related to Progress

1. How do you feel about the marks/grades you have received so far?
2. How well do you think you have addressed your personal targets from your previous work?
3. What targets have you identified for your next submission?
4. What particular aspects of your work do you think may need further attention?
5. Are there any study skills that you need further support with?
6. Do you know how/where to access support?

Questions Related to Career Planning and Employability

1. How well do you think you have addressed your personal targets from your reflections on the [Graduate Attributes](#)?
2. What personal targets have you identified to further develop your Graduate Attributes?
3. Have you engaged with The Hub (Careers)?
4. Have you considered options after your studies?
5. What extra-curricular/voluntary/paid activities are you involved in?

CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

6. How may these help you in the future (experience, professional development, transferable and employability skills)?
7. Is your evidence folder/portfolio up to date?
8. Is your CV or LinkedIn Profile up to date?

The Hub (Careers) Service offers students:

1. Individual careers and enterprise advice and guidance appointments
2. Graduate Attributes Excellence Award inductions and ongoing support through the award
3. Access to Careers Connect, the online vacancies and appointment booking service, accessed via the Portal
4. Appointments available face-to-face, via Microsoft Teams or via email
5. CV, application form and personal statement checking service
6. Mock interviews and interview support & preparation
7. Careers, employability and enterprise information sessions, both within the academic curriculum and as bespoke workshops
8. Enterprise support including: business start-up advice, access to dedicated enterprise space, referral to partner organisations and networking opportunities
9. Support with identifying and accessing volunteering opportunities

Most importantly, the Careers Readiness Service offers a programme of activities that are designed to be embedded throughout programmes. It is recommended that the following types of activities can take place in each year of a programme, although the timeline may vary depending on the type and length of programme and should be adapted accordingly. Programme Leaders should contact The Hub for more details. This can also be discussed during annual Partnership Agreement meetings.

Year 1	• Introduction to The Hub (Careers) Service • Developing your employability in the first year at University • Exploring resources Online (one to one session with a member of the Careers team). This session is useful for students who may need additional support when using Careers Connect Online. Students may identify and set various preferences for their particular job searching requirements, for example, finding term time or holiday jobs.
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CODE OF PRACTICE FOR STUDENTS' PERSONAL DEVELOPMENT PLANS (PDPs)

Year 2	• Your Career Readiness Service – refresher session on the support you can access via The Hub (Careers). • Specific sessions to discuss your career choice. These sessions can be important for students who need to raise their level of self-awareness and who need support answering questions such as 'I don't know what to do?' and 'What would I be good at?' • CV design • LinkedIn and Personal Branding • Careers and options for your subject area after your degree studies • Interview technique • Employer talks and presentations • Exploring resources online • Further study and funding, including applying for teacher training • Career, employability, enterprise, and life planning
Year 3	• Refresher Careers Session – help available towards the end of your studies and beyond • The world of work – managing the transition from University to the workplace • Job hunting • Further study and funding • Graduate schemes • Gap year planning and Working Abroad • Labour Market Information • Starting your own business and exploring entrepreneurship