



***Policy on***

***Personal Development  
(FE)***

***Approved on  
6/12/21***

***Approved by  
SLT***

This Policy will be subject to review in **5 years** of the approval date or earlier if required under Section 4/4 of the Academic Policy Review and Development Framework  
New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all activity undertaken by the College in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

If you require this document in an alternative format and/or language, please contact the relevant Administrative Coordinator.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

To make suggestions or to see further information please contact:

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## **Equality Impact Assessment**

A statement confirming that the policy has been subjected to a rigorous assessment for any potential impact on the full range of stakeholders with those impacts being assessed and considered and, where appropriate, suitable adjustments to the policy have been included prior to the adoption of the policy.

### **Footnote**

In an effort to keep costs to a minimum a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Intranet.

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## 1. Rationale

This FE Personal Development Policy is a response to the guidelines agreed by the Student Support Steering Group, the Personal Development, Behaviour and Attitudes Subgroup and requirements presented by the Education Inspection Framework (EIF). The revised policy also ensures that Personal Development follows the New College Durham values of 'ASPIRE' Accountability; Safeguarding; Partnerships; Inclusion; Respect and Excellence. Its formulation is designed to enhance the quality of Personal Development provision across the different programmes in college. New College Durham is committed to the provision of Personal Development which will enable students to gain the maximum benefit from their college experience. The policy was revised in order to reflect the impact of Covid-19 on safeguarding, students' health and well-being, the changing external landscape, to address gaps in student's knowledge, skills and behaviours and the need for students to be able to access effective learning remotely. The policy is underpinned by the FE Personal Development Guide which acts as a procedural document.

## 2. Aim

The overall aim of this policy is to channel and direct the practice of Personal Development in ways which will maximise student progress, retention, raise aspirations for successful learning, further study and/or employment and develop responsible, respectful, and active citizens. It will also:

- a. Assist students to take increasing responsibility for their own learning and target setting;
- b. Improve the effectiveness of student's study, work habits, and their behaviours, where appropriate;

Develop and deepen student's understanding of mandatory elements such as Fundamental British Values (FBV), PREVENT and Radicalisation, Safeguarding, County Lines, Staying safe online, and E&D (Personal Development should seek to promote the learning and Personal Development of **all** students, irrespective of Age, Disability, Gender Reassignment, Pregnancy and Maternity, Race, Religion or belief, Sex, Sexual Orientation, regardless of type and level of FE course).

- c. Promote equal opportunities for all students;
- d. Develop student's confidence, resilience, and knowledge so they can keep themselves mentally healthy;

- e. Develop age-appropriate understanding of healthy relationships;
- f. Provide an effective careers programme;
- g. Enhance the learning experience and promote progress against starting points by effectively assessing students previous learning, establishing any barriers to learning and identifying any gaps in their knowledge, skills, and behaviours;
- h. Ensure all students are safe, are well supported and have the necessary digital skills to learn remotely;
- i. Support progression opportunities.

### **3. Principles on which this policy and its associated practices are based**

There are three principles which inform our approach to Personal Development, everything we should do:

- a. Recognise and respond to the individual needs of students;
- b. Promote an inclusive learning environment;
- c. Set challenging, highly personalised academic and personal targets for students to address.

The level of guidance and support will be differentiated to meet the needs of individual students and the demands of the course. Initial, diagnostic assessment along with assessing the student's previous student journey prior to attending College should inform individual learning plans (ILP), and teaching, learning and assessment strategies. The individual learning plan should be monitored and reviewed by Personal Development Coaches and Study Programme Leaders on a regular basis against progress made.

Challenging and realistic targets and goals should be set to ensure that students make or exceed the progress expected of them relevant to their start point, to promote higher order skills, to enhance successful completion and to raise aspirations.

### **4. Commitment to Students**

- a. All students will receive:
  - i. Access to a Personal Development Coach (full-time students only);

- ii. an introduction/induction on to their programme and into the College;
  - iii. access to assessment of their learning and personal support needs and referral made to specialist support services, where appropriate;
  - iv. access to assistance and help with making choices on progression to further study, higher level study or employment;
  - v. help with making healthy, safe choices.
- b. All students on courses between 280 and 540 hours per annum are also entitled to:
- i. one induction, one exit tutorial, and a minimum of one on-programme tutorial session. (Work Based Learning students will follow the review route);
- c. All full-time students on study programmes of 540 or more hours will also receive:
- i. a minimum of four individual reviews during the year: once at the beginning of the year, once at the end of the year for a formal exit/progression review and twice at other times spread throughout the year. The review should include target setting and review of individual progress against set criteria and the completion of an Individual Learning Plan;
- d. All full-time students on ESFA funded study programme are also entitled to:
- i. employability and enterprise focussed activities in addition to the main programme which broaden and enhance the learning experience;
- e. All part-time students on study programmes of 20-150 hours will receive:
- i. a named member of staff who will complete a paper based ILP to record knowledge, skills, and behaviours on a termly basis to ensure targets are set, progress and intended destination is recorded.

## 5. Student Responsibilities

Successful Personal Development is a two-way process which also places responsibilities on students. Student's entitlements are most likely to be met fully when they:

- a. Make a positive commitment and contribution to their own development and learning;
- b. Attend all timetabled/organised group and individual Personal Development activities as required punctually including remote lessons;
- c. Work hard and make best use of their time inside and outside of the College;
- d. Work conscientiously and take responsibility for the setting and achievement of their specific academic and personal targets;
- e. Pay careful attention to the advice and feedback from Personal Development Coaches and teaching staff on their progress and what they need to do to improve;
- f. Make a positive contribution in Personal Development sessions;
- g. Co-operate with Personal Development Coaches, and fellow students by adhering to the Student Code of Conduct and the IT User Agreement;

## 6. Staff Responsibilities

- a. For students on full-time study programmes, the Personal Development Guidelines outline the responsibilities of Personal Development Coaches.

Personal Development Coaches will maintain contact with the students in their Personal Development group on an individual and/or group basis. They will act as the main point of contact, between the individual student, the College, and its systems, including the Personal Learning Coach (PLC) Service; Advice, Support and Careers (ASC) and Learning Support. They will liaise with parents/carers and guardians, employers, and other agencies, as appropriate. The planning of Personal Development support will be the responsibility of the Personal Development Coach, under the direction of the Assistant Principal for Student Journey, The Personal Development Manager and Curriculum Manager.

Main programme subject lecturers and maths and English lecturers will liaise promptly with Personal Development Coaches and contribute to review processes to enable the Personal Development Coaches to undertake an informative review with regards to target setting.

- b. For students on part-time study programmes, the named person will be the subject lecturer or member of the course team. They will ensure that the student entitlements regarding introduction/induction, access to support, and assistance with progression are fulfilled.

For student on programmes between 280 and 540 hours, staff will provide the additional entitlements of a minimum of three sessions covering induction, on-programme and exit to the programme.

## **7. College Management Responsibilities**

The Principal and Chief Executive, working with the Deputy Principal, Vice Principals, Assistant Principals, the Personal Development Manager, Heads of School, and Curriculum Managers are responsible for ensuring the co-ordination of consistent Personal Development provision, according to this policy, across their Schools and therefore across the College. The Assistant Principal for Student Journey has cross College responsibility for Personal Development and through the Student Support Group and PDBA Subgroup facilitates the dissemination of good practice within the Schools.

## **8. Standards by which the success of this policy can be evaluated**

- a. Student feedback including student voice activities and surveys showing high levels of satisfaction with Personal Development support;
- b. high levels of retention, pass and achievement rates;
- c. high progression rates;
- d. feedback from lesson observations/classroom visits on group Personal Development sessions;
- e. positive reports on one-to-one Personal Development observations;
- f. all staff are fully compliant with the requirements of the policy during quality audits;

- g. positive staff feedback in self-assessment reports;
- h. low levels of student disciplinary incidences;
- i. Personal Development, behaviour and attitudes are fully embedded across the curriculum;
- j. positive feedback from external inspection.

## **9. Responsibility for implementing this policy**

- a. The Principal and Chief Executive has overall responsibility for the implementation of this policy across the College;
- b. The Deputy Principal, Vice Principals, Assistant Principals, Heads of School, and Curriculum Managers are responsible for overseeing the operation of this policy in the Schools;
- c. Curriculum Managers and Study Programme responsible for ensuring that course teams collaboratively address the requirements of this policy;
- d. The teaching staff, including Personal Development Coaches and subject lecturers, are responsible for meeting student entitlements;
- e. The Deputy Principal, Vice Principals and Assistant Principals are responsible for producing and presenting to the Principal a detailed staff training programme each year in order to meet the requirements of this policy statement.