

Personal Development Strategy 2025-2027

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Contents

Personal Development Strategy 2025–2027	3
1. Purpose	3
2. Strategic Aims	4
3. Key Pillars	4
4. Student Groups Covered	5
5. Success Measures	7
6. Monitoring and Review	7
7. Conclusion	8

Personal Development Strategy 2025–2027

1. Purpose

Wirral Met College's Personal Development Strategy 2025–27 ensures every student is equipped with the knowledge, skills, behaviours, and resilience to succeed in life, work, and further study. Rooted in the college's values of ambition, resilience, inclusivity, empowerment, and accountability, this strategy underpins a whole-college approach to holistic learner development.

At Wirral Met College, our purpose is to provide inclusive, high-quality education and training opportunities that meet the aspirations of students and the needs of the local community and industry. In alignment with the Strategic Plan - Students pillar, the mission of the Personal Development Directorate is to 'Prepare our students for dynamic challenges of life and future careers, fostering a culture of lifelong learning and adaptability' and 'Providing students with excellent careers information, advice and guidance- essential for student motivation, direction and success' (*ref, Strategic Plan 2024-2027*)

The Personal Development strategy is built upon the college's core values of ambition, resilience, inclusivity, empowerment, and accountability, and seeks to:

- Create a safe, nurturing and inclusive learning culture that prioritises student success, holistic development, empowerment, and progression.
- Empower students with the knowledge to make sense of the world and grow into citizens who make a difference.
- Prepare students for the opportunities, responsibilities, and experiences of adult life, ensuring they are very well equipped for the next stage of their education, training, or employment.
- Meet the needs of employers, the local economy and regional skills shortages through a personal development curriculum that puts employability at its centre.
- Foster a culture where students feel seen, valued, and understood underpinned by strong, positive, trusting relationships.

- Support students to have the confidence, resilience, and knowledge to stay mentally healthy.
- Promote ambition, resilience, and confidence in all students to support lifelong success.

2. Strategic Aims

This strategy underpins the College's Strategic Plan 2024–2027, aligning with the 'Student' pillar and reflecting our values of ambition, resilience, inclusivity, empowerment, and accountability. The aims are to:

- Provide high-quality, inclusive personal development pathways for all learners.
- Embed employability and life skills across the curriculum.
- Ensure access to careers education, guidance, and progression planning.
- Promote mental health, well-being, and positive relationships.
- Foster civic responsibility, character education, and active citizenship.

3. Key Pillars

Our offer encompasses a wide range of opportunities, including a structured Tutorial Programme, Enrichment activities, and wider community and industry engagement initiatives. Through these experiences, students develop essential life skills such as communication, teamwork, problem-solving, self-management, and adaptability. In parallel, they build their self-awareness, resilience, mental health and wellbeing, and their ability to plan and aspire towards positive career pathways.

Personal Development at Wirral Met is built on a strong foundation of Careers Education, Information, Advice and Guidance (CEIAG), underpinned by our Matrix Standard accreditation, ensuring excellence in the information, advice, and guidance services we deliver. The College's approach is also mapped against the Gatsby Benchmarks to guarantee that every learner benefits from a structured, meaningful, and high-quality programme of careers and personal development education. Guided by

our comprehensive CEIAG Strategy and supported by strong employer partnerships, our intent is clear: to ensure that every learner is fully equipped with the knowledge, skills, and behaviours vital for workforce success and their long-term career growth, enabling them to contribute meaningfully to their communities and industries, both now and in the future.

- **Careers, Employability, and Progression:** Comprehensive CEIAG aligned with Gatsby Benchmarks.
- **Tutorial & Pastoral Support:** Tailored programmes for all provision types including Study Programmes, Apprenticeships, HE, Adults, ESOL, and High Needs.
- **Enrichment & Engagement:** Curriculum-linked enrichment, work experience, volunteering, and industry engagement.

4. Student Groups Covered

The Personal Development Strategy applies to all learners at Wirral Met College, recognising the importance of inclusive, differentiated provision. It ensures that every student, regardless of age, level, or programme, has access to high-quality personal development opportunities. The strategy covers the following learner groups:

- **16–18 Study Programme Learners (Level 2/3 and Entry/Level 1)**
These learners follow the Thrive tutorial curriculum, which includes structured weekly sessions, one-to-one coaching, and enrichment activities. The programme builds core employability and personal skills, supports progression planning, and promotes emotional wellbeing. Entry and Level 1 students also access an additional tutorial session each week, focused on building confidence, independence, and resilience, with strong pastoral support delivered by the Pastoral Coaches.
- **ESOL Learners**
ESOL learners benefit from integrated personal development within their core programmes, with a dedicated pastoral coach to support wider issues such as rights, wellbeing, and community inclusion. Tutorials are contextualised to language development and include practical, real-world themes relevant to the learners' lived experience in the UK.

- **High Needs & Specialist Provision Students**

Learners with high needs, including Prep for Life students, access bespoke personal development via differentiated sensory-based modules co-designed by specialist staff. The award-winning curriculum, recognised nationally with the Association of Colleges Beacon Award for Specialist Support (2024), promotes communication, social interaction, independence, and emotional regulation.

Routes students (a distinct cohort) follow a trauma-informed model prioritising trust, relational safety, and foundational personal skills development.

- **Adult Learners (19+)**

Adult learners access personal development through flexible delivery via class tutors, the WMC Connected app, enrichment workshops, and one-to-one support. Provision is focused on confidence-building, life skills, and career progression, and is adapted to meet the demands of learners balancing study, work, and caring responsibilities.

- **Apprentices**

Apprentices receive bespoke personal development support integrated into their Individual Learning Plans. Trainer-assessors guide learners through skill development, goal setting, and career planning. Apprentices also engage in thematic personal development modules and entrepreneurial masterclasses, during Industry and Careers weeks, designed to enhance professional behaviours and long-term aspirations.

- **Higher Education Students**

HE learners are supported through a combination of university-partnered wellbeing services, pastoral guidance, and employability-focused enrichment. Opportunities to develop transferable skills and explore career pathways are embedded into both academic and co-curricular experiences.

This tiered and inclusive approach ensures that personal development is meaningful, age-appropriate, and impactful for every learner, supporting both personal growth and successful progression.

5. Success Measures

The success of the Personal Development Strategy will be measured using a blend of quantitative data and qualitative insights, aligned with the College's strategic priorities and the delivery expectations outlined in the Operational Framework. Monthly monitoring will be led by the Director and Head of Personal Development, with annual reviews conducted by SLT to evaluate overall impact, inform planning, and drive continuous improvement.

Key success indicators include:

- **Improved learner well-being, motivation, and self-confidence**, measured through structured learner voice activity, including surveys, focus groups, and one-to-one tutorials.
- **Positive destination and progression data** across all cohorts, demonstrating that learners are well-prepared for further study, apprenticeships, or employment.
- **Increased engagement in enrichment and careers activities**, mapped against the Personal Development Cycle and recorded through learner portfolios and attendance logs.
- **High tutorial attendance, retention, and one-to-one completion rates**, reflecting the relevance and impact of the Thrive tutorial programme.
- **Case studies evidencing personal growth**, skill development, and resilience, particularly for priority or vulnerable learners who may not be captured through headline data.

These indicators will be underpinned by termly learner feedback and regular quality assurance checks, ensuring that personal development remains meaningful, inclusive and impactful for all learners and apprentices.

6. Monitoring and Review

The Personal Development Strategy will be subject to a robust monitoring and review cycle to ensure continuous improvement, high-quality delivery, and strategic alignment with the College's priorities. Oversight of this process sits with the Director and Head of Personal Development, with

governance and final accountability held by the Senior Leadership Team (SLT).

Formal review of the strategy will take place annually — the next full review is scheduled for March 2026 — with any updates brought to SLT for approval. However, the effectiveness of delivery and emerging trends will be monitored throughout the year via monthly reporting to SLT, enabling a responsive approach to learner needs and ensuring timely intervention where required.

Monitoring is underpinned by a range of data sources, including learner tracking systems such as UniFrog (for Study Programme learners), OneFile (for apprentices), and Virtual Campus (for adult learners). These platforms support the ongoing measurement of engagement, progression, skills development, and pastoral support. In addition to this data-driven approach, tutorial delivery, one-to-one engagement, and enrichment participation are routinely sampled, with learner voice feedback gathered termly through surveys, focus groups, and informal feedback mechanisms.

Staff development is a central feature of the review process. Continuous professional development (CPD), coaching, and feedback cycles ensure that delivery staff feel confident, informed, and supported in embedding personal development throughout their practice. The outcomes of learner feedback and quality assurance activities directly inform future training needs, resource development, and planning priorities, ensuring that the Personal Development Strategy remains a live and evolving document grounded in the realities of learner experience.

7. Conclusion

Wirral Met College's Personal Development Strategy 2025–27 represents a holistic, future-focused approach to developing well-rounded, career-ready individuals. By embedding personal development into every aspect of our learners' experience, aligning our work with employer needs, and continuously evolving our provision, we are preparing our students for long-term success in education, employment, and beyond.

Through this strategy, we aim to ensure that every learner, whether studying on a 16–18 study programme, adult course, apprenticeship, or higher education programme, experiences personal development as a meaningful, supportive, and empowering part of their journey with us. From structured tutorial and pastoral support to enrichment opportunities, work experience, personal skills development, and leadership through the Student Union, every element of college life will contribute to the growth of our students' confidence, resilience, and future prospects.