

SUMMARY OF RECOMMENDATIONS

- 1 Consider the opportunity to build into the curriculum at any level collaborative projects, with clear learning objectives that entail development along each of the eight learning trajectories.
- 2 Expectations of students' punctuality and attendance, especially at level 3, should be raised, to prepare them for the reality of professional life.
- 3 Final year projects/dissertations are ideal for sustaining and continuing the development of understanding, application of generic and subject-specific skills, and personal development as a professional.
- 4 Opportunities should be offered and increased give responsibility to those who have been on placement e.g. in providing peer support and input at other events such as Open Days, to act as ambassadors, in recognition of their being more than 'just' final year undergraduates.
- 5 Provide opportunities for those who have had work experience to conduct interviews with those who have not been on placement, and/or level 2 students preparing for placement.
- 6 Consideration should be given to the point of differentiation amongst students being moved from the traditional under-/post-graduate marker, to the point of transition to level 3.
- 7 All departments should work towards a model of integrated PDP.
- 8 Level 3 students should be offered the opportunity to keep a map of the professional development using the learning trajectory model illustrated in Tables 25 and 26.
- 9 Provide opportunities for students to make more informed career decisions e.g. through work-shadowing or development of a video-bank of interviews with people in the work-place.
- 10 Seek means of supporting students who undertake part-time casual work, so that they are offered opportunities to reflect critically upon their experiences and achievements.