DATA ANALYSIS AND FINDINGS

P-CREDITS

My preliminary analysis of how each programme which offers professional training assesses the experience was subsequently distributed to Senior Tutors with a request for correction of any errors. That reproduced above as Table 2 should now be entirely accurate.

The colour coding highlights both the variability in how subjects interpret the assessment policy, and the forms of assessment which are most commonly used. The 120 P-credits may be composed of assessments made in the workplace (by the supervisor or some other colleague, hereafter referred to for simplicity as 'the supervisor'), or by the visiting tutor. Assessments by the supervisor or visiting tutor may comprise tick-box or narrative evaluation. The student may additionally be assessed according to performance in a presentation situation, through reports (interim and/or final), through attendance of preparatory and/or debriefing sessions, or through additional academic work.

Assessment by the Supervisor

The proportion of the 120 available credits determined by the supervisor ranges from 0% (Mathematics) and 16.7% (Management programmes) to 54% (Electronic Engineering. In Dance & Culture and Computing, the assessment is a joint exercise conducted in discussion with the visiting tutor. Some examples of the actual assessment forms are attached at Annex E.

The University regulations state that the supervisor's assessment should represent between 30% and 50% of the total P credits. Whilst the present research was not conducted for purposes of Quality Assurance, it is clear that practice departs from this requirement at both the upper and lower extremes. Further exploration of the reasons would need to take place in order to establish the grounds for this. It is hypothesised that the explanation lies in the perception of workplace supervisors as being, respectively, best placed to assess the student's performance, or as having insufficient pedagogical expertise to make reliable assessments.

In terms of the learning outcomes intended here, these relate predominantly to application of academic theory to practice and development of generic, transferable skills e.g. communication, responsibility.

Assessment by the Visiting Tutor

The weighting given to the academic's assessment ranges from 0% (Electronic Engineering) and 8% (Law) to 54% (Mathematics). Where the assessment is made in conjunction with the supervisor, the proportion is from 54% (Computing) to 58% (Dance & Culture). Some examples of the academic assessment form are appended at Annex F.

The University regulations expect the weighting of the visiting tutor's assessment to be between 5% and 20%. Once more, any interpretation of the divergence from this requirement can be only speculative, but it may reflect academic prejudice and an assumption that lay assessment is unreliable.

The assessment again focuses on application of theory to practice and demonstration of generic skills. However, as the example shown in Table 3, above, illustrates, some 'wicked competences' are included as well as assessment of metacognitive skills such as student reflection upon their strengths and weaknesses. So, in addition to acting on knowledge to acquire greater understanding, the student is reflecting upon the professional (s)he is becoming.

Student Report

As noted above, the student may produce a single report or both interim and final reports. The total weighting of these varies across programmes from 29% (Economics) to 50% (BioSciences and Management). These proportions are consistent with the regulatory requirements of 30% to 50%.

The student report assesses communication skills, and the ability to write an academic analysis of the experience. It expects the student to demonstrate metacognitive skills through critical reflection upon their placement.

Presentation

This is an optional mode of assessment, expected to carry up to 10% of the P-credits. In those subjects where such an assessment takes place, it is weighted at between 4% and 8% of the total P-credits.

How and when the presentation is given varies: it may be at the Return Day, the Industrial Day, or at some other point in the final year. In the MChem, it takes the form of a poster presentation.

Such presentations enable students to demonstrate their practical and transferable skills, to reflect critically upon their PT and to deliver a confident account of their experience.

Attendance of Briefing/Debriefing

Up to 20% of the P-credits may be achieved through attendance of preparatory and/or debriefing sessions. In the five subjects where this is accredited, the weighting ranges from 8% (Music, Economics, Politics and Law) to 16.7% (Management).

Like the presentation, this also offers students an opportunity to reflect critically upon their expectations and experiences and to share these with their cohort and/or level 2 students.

Additional Academic Work

The final, optional, component for the assessment scheme is additional academic work, which may carry up to 30% of the marks. This is a contentious area, since many would argue that the PT experience is an opportunity to develop different skills and competences from those expected of the formal curriculum.

Where subjects choose to include assessment of this nature, it is clear that the emphasis is on critical reflection, metacognition. Weighting ranges from 8% (Management) to 33% (Dance & Culture). Typical means of demonstrating this are logs (e.g. Computing) or an extended essay (e.g. Politics).

*

This analysis of departmental assessment for P-credits reflects one additional element of variability: whilst most subjects assess the P-credits for award outside the degree, in some programmes (MMAE, ETITB, Civil Engineering and MChem) they count towards the degree award.

My original intention had been to use the P-credit analysis as the first level of a gradually more detailed examination of the learning outcomes and assessment in the eight subject areas indicated above. This would enable confirmation of the intended learning outcomes and exploration of the Senior Tutor's perceptions of the value of PT. Their interviews would be complemented with interviews with students where their perceptions and expectations would be explored. My aim was to utilise their expectations and accounts of the experiences which had led to perceived changes in the students as the basis of recommendations for future practice. The intended research sequence is illustrated in Figure 2.

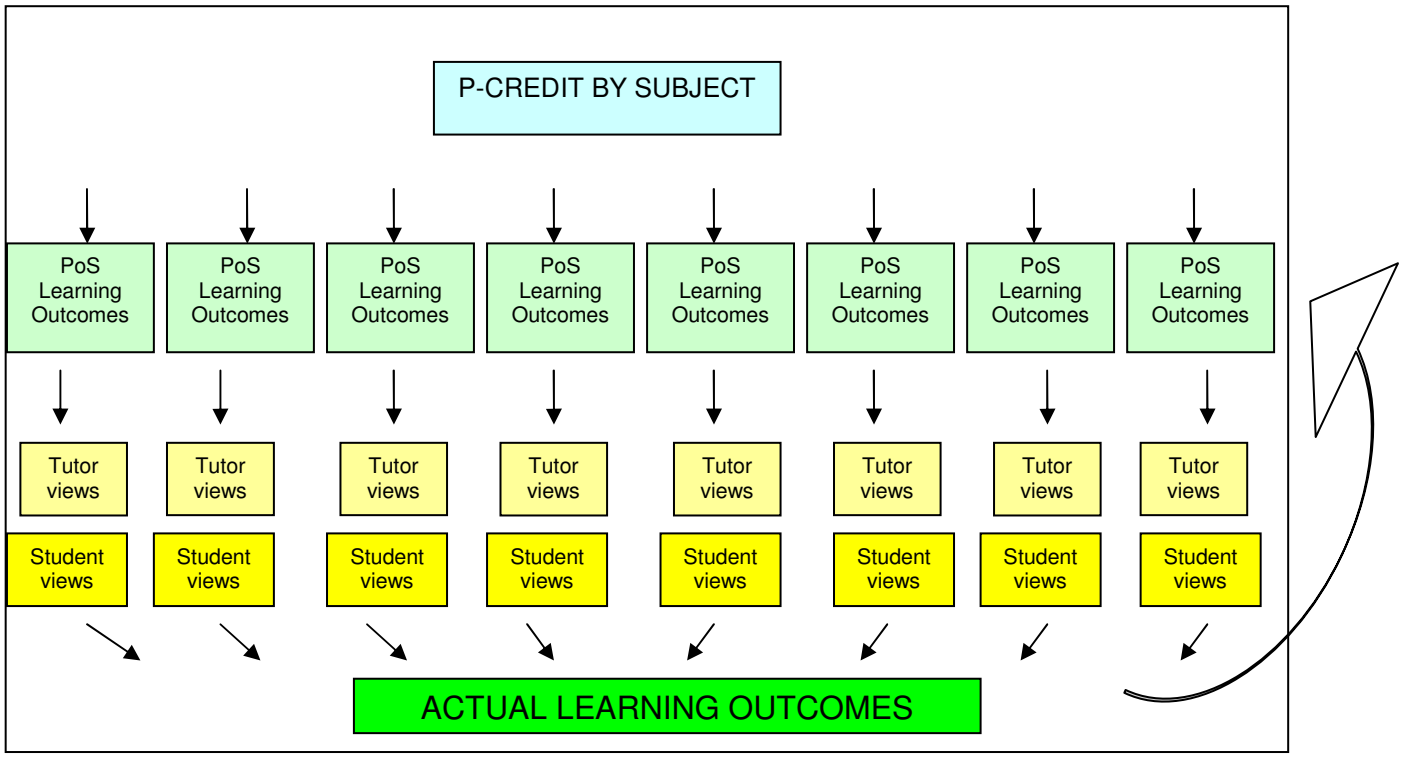

Figure 2 Overview of intended research process and instruments

The insight into actual learning experiences would necessarily be subjective and the greater the number of interviews, the less depth could be probed, given the constraints of this research.

In the event, the lack of student response compelled me to seek alternative data sources. Instead of the interviews, I returned to the student questionnaires for placements 2007/08. Of the 462 respondents, all but a very few had given lengthy comments. My second replacement source of data, the student stories entered in the 2008/09 SCEPTrE competition, *What it means to me to be professional*, was ideal. The material had not been analysed from this perspective.

By focusing on written feedback, I lost the interpersonal contact with students and their tutors, but this was more than compensated for by the extent of material and the richness of experience it contained. The process could retain the cycle intended to support me in

making recommendations for future practice, and my original desire for the research to be qualitative was enhanced by this change of instruments. Figure 3 summarises the actual data sources and research process.

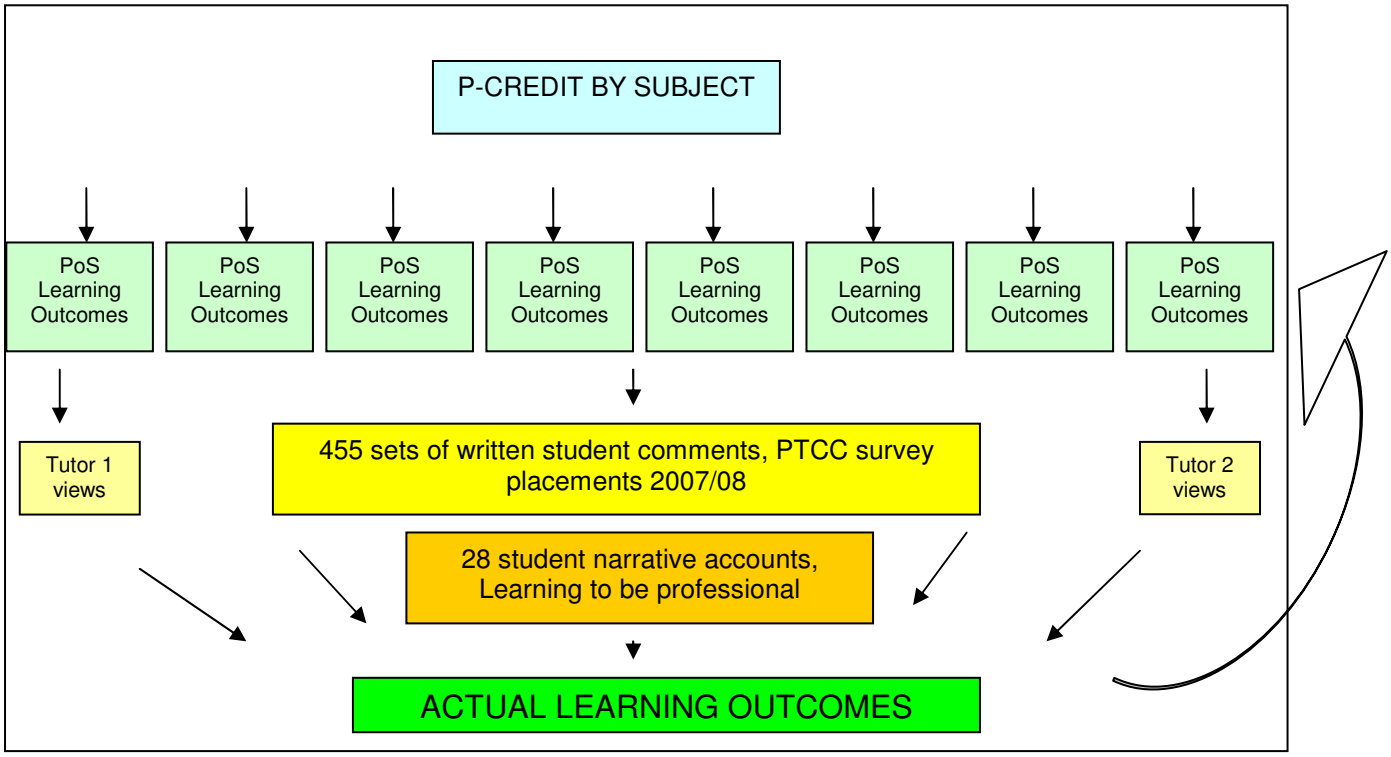

Figure 3 Actual research process and instruments

STUDENT COMMENTS, PTCC SURVEY, PLACEMENTS 2007/08

Identification of categories of learning

This analysis relates to the feedback given by approximately 455 of the 462 respondents to the open-ended questions on page 3 of the annual survey 2007/08 (see Annex A for copy of survey.) As noted above, every comment was fully transcribed and tabulated (Annex B provides an extract). This produced a data set spanning 33 A4 size pages.

Although I had already made a thematic analysis of these data for the formal report to PTCC on my analysis of the survey, I did not wish to be aligned with a framework used for a totally different purpose than that of the present research. Just as I had set aside my awareness of models such as Yorke and Knight's USEM categories, or Eraut's learning trajectories, I sought to approach the survey data afresh.

My first task was to re-read every comment and identify broad categories to describe the nature of learning that was perceived by the student to have taken place during their PT. Whilst recognising that these are often iterative (e.g. subject knowledge and subject specific skills may create a false distinction), I nevertheless settled upon 4 types of learning:

- Development of personal qualities
- Development or acquisition of generic skills
- Development or acquisition of subject specific skills
- Application or acquisition of subject knowledge

I located each example of learning cited by the student within these four categories, drawing up a list of specific qualities for each e.g. personal qualities included such elements as confidence, self-awareness, and tenacity. 28 subsets were identified for personal qualities; 35 subsets for generic skills; 45 subsets for subject specific skills and 45 subsets for subject knowledge.

Comparison of perceived learning outcomes by Faculty

By tracking each subset across all four Faculties, I produced a map to illustrate the nature of learning students perceived themselves to have experienced during their period(s) of professional placement. It was to be anticipated that subject specific forms of learning would differ according to Faculty, so my principal interest was to compare the distribution of generic skills and personal qualities developed across the Faculties. This analysis would provide an overview of students' perceived development through PT by Faculty, enabling Senior Tutors to consider whether more learning opportunities could or should be sought within their subject area.

Personal Qualities

Table 4 illustrates the findings for Personal Qualities, shading being used to indicate where a quality was cited by one or more students in the Faculty feedback.

Table 4 Personal Qualities cited in Student Feedback 2007/08

PERSONAL QUALITIES Acquired/developed	FAHS	FEPS	FHMS	FML
Confidence	■	■	■	■
Incentive/motivation for study, degree level, future	■	■		■
Self-awareness/ strengths and weaknesses	■			■
Maturity	■	■	■	■
Responsibility	■			■
How to handle new situations/challenges	■			
More focused / disciplined	■	■		
Taking the initiative / proactive	■	■	■	
More altruistic	■			
Stand up for rights / assertive	■			■
Become a better person	■			■
More thorough	■			
Better able to concentrate	■			
More willing to learn	■			
Confidentiality	■			
More patient	■	■		
More common sense	■			
Reliability	■			
How to balance work/personal life	■			
Better work ethic		■	■	■
Coping with pressure		■		
More open minded / flexible		■	■	■
More productive		■		
Independence		■	■	
Stronger person		■		
More realistic view of work				■
Handle emotion				■
Tenacity				■

The table shows that the two qualities students from all Faculties mentioned were their increased confidence and maturity as a result of their placement. Typical comments were:

> "I feel a lot more confident in my skills and able to achieve anything I set my mind on. I now have a goal to work towards which will motivate me to do my best in my final year." (Economics Student)
>
> "I am more confident to question and provide alternative solutions." (MMAE Student)
>
> "More confident in presentations and working with others." (MMAE Student)
>
> "I have been able to see the practical side of the course. Have become more knowledgeable on job description. It has increased my confidence in this area." (Dietetics Student)
>
> "I have become more confident in my lab skills, as well as presentation and working as part of a team." (BioScience Student)
>
> "I am feeling more mature and confident, as I realised on the placement who I would like to be in the future." (International Hospitality Management Student)
>
> "Much more confident in my ability to be independent abroad." (Law and International Studies)
>
> "Much more confident i.e. can now talk to people high up in the company, e.g. directors." (Business Management Student)

These comments give insight into the nature of experience that has led to increased confidence, or the anticipated consequences of this development.

There were several qualities that students from 3 or the four Faculties mentioned. These were:

- Increased motivation
- Increased proactivity
- A 'better work ethic'
- Being more open minded

A few examples will illustrate these.

> "Learning how to conduct myself in the office and at client meetings has been invaluable." (Law)
>
> "The way I approach problems and the knowledge gained changed my outlook on telecommunications industry as a global industry." (Electronic Engineering)
>
> "Work life requires a lot of commitment. Attitude is everything. " (MMAE)
>
> "The range of areas covered in 'dance education' & the wealth of opportunities to get involved in. I have discovered areas I would like to work in in the future. I am more interested in trying new things & learning new skills such as web design, having never previously considered them." (Dance)
>
> "I have learnt the value of confidentiality and flexibility within the workplace." (Applied Psychology and Sociology)

There were some qualities mentioned within a single Faculty, by one or more individual. Examples of these are the sense of having a more realistic view of the world of work (FML), feeling more able to balance work and personal life (FAHS) or of being a 'stronger' person (FEPS).

All of the qualities raised in this part of the analysis are consistent with those fuzzy, 'wicked competences' that are difficult to assess, yet students clearly feel they have changed

considerably as a result of enhancing them during the placement. In Barnett's terms, they are conscious of having *become* more professional.

The number of qualities identified within each Faculty are tallied in Table 5. The variability may reflect the degree of familiarity students have with discussing personal development. Students of the Arts and Humanities could be expected to be more used to such critical reflection, but it is clear from this analysis that students in Engineering and the Physical Sciences are also displaying a considerable degree of personal insight, perhaps indicative of their ongoing PDP programme. Not citing qualities does not mean that they have not been developed.

Table 5 Personal Qualities identified in Student Feedback by Faculty

Faculty	Qualities
FAHS	19
FEPS	12
FHMS	6
FML	12
Total possible	28

Generic Skills

A total of 35 generic skills or competences were identified in the qualitative feedback. These are shown in Table 6, below.

The shading reveals a block of 9 skills that were common across all four Faculties, viz.

- Team work
- Independence
- Inter-personal skills e.g. relationship with clients
- Communication (oral, written, email, telephone)
- Time management/prioritisation
- Organisation
- Report writing
- Making presentations
- IT competence

Some quotations from each Faculty will demonstrate their commonality of experience:

> "Time management and meeting deadlines are absolutely crucial in this pressurised environment. I have changed. My punctuality has increased immensely. I have not been late nor have I missed any lectures so far. I am more driven to do well and be successful as I have been around many successful people." (Business Economics with Computing)

> "Time management, self-motivation to get things done. My attitude to work and when to start projects has improved. I also have more confidence in my own skills." (Computer Science and Engineering)

> "How to work within an organisation. Technical lab skills. Report writing, discipline. Team work has improved and I am now capable of carrying out my own study. Can work confidently." (Biochemistry)

"Many work-related skills, such as using my initiative and decision making. Also, my communication skills have further developed after interacting with people at all levels." (Business Management)

Table 6 Generic Skills cited in Student Feedback 2007/08

GENERIC SKILLS Acquired/practised	FAHS	FEPS	FHMS	FML
Team work				
Working independently				
Inter-personal skills including client relationships				
Communication (oral, written, email, telephone)				
Time management, planning, prioritisation				
Organisation				
Networking				
How to behave in the workplace/office etiquette				
Coping with pressure/ stress management				
Leadership				
Punctuality				
Project management				
Report writing				
Making presentations				
IT skills				
Adaptability				
Problem-solving				
Active listening				
Working 9-5				
Multi-tasking				
Coping with/behaving in meetings				
Interviewing skills				
Research				
International travel				
Decision-making				
Negotiation				
Helping/supporting others				
Conducting literature review				
PDP e.g. CV writing				
Assessing self and others				
Analytical skills				
Assessing cost effectiveness				
Money management				
Minute taking				
Observation skills				

As some of the above quotations indicate, it is often difficult to distinguish between skills, and respondents relate them to the outcomes of having learnt or enhanced a competence e.g. the student who has learnt to be punctual describes the impact this has had on his final year studies.

Table 6 reveals some surprising gaps where it might have been anticipated that students in all Faculties would have had the opportunity to develop a skill. For instance, networking, behaviour in meetings, problem solving. Although the respondent sample is large, the absence of citations may not mean that students in the missing Faculties had not experienced and developed such skills: it seems more likely that they simply did not think it relevant to mention them, or that they were unfamiliar with the process of critical reflection that would lead to their recognition of such skills. If the latter is the case, there is clearly scope within the PDP programme to address this in earlier years.

There are some other surprises in Table 6: negotiation and helping others are mentioned in FEPS, but not elsewhere. Negotiation would naturally be related to the level of seniority and independence offered in the placement, and might be integral to some roles (e.g. marketing or sales). As such, we might have expected students in FAHS and FML to have cited this. Similarly, given the nature of programmes in FHMS, helping others might have been anticipated. Again, absence of overt recognition does not necessarily mean that these skills were not developed.

It is also apparent from the table that students in FHMS were more focused on the development of academic related skills in the field of report writing.

Despite these variations, the total citations for generic skills are more evenly balanced than those for personal qualities, as shown in Table 7.

Table 7 Generic Skills identified in Student Feedback

Faculty	Generic skills
FAHS	20
FEPS	26
FHMS	18
FML	20
Total possible	35

Subject specific skills

By definition, it would be expected that students in each Faculty would identify different skills/competences in this category. Table 8, below, confirms this expectation.

The one common element is that students from all Faculties recognised that they had had the opportunity to apply the theory of their programme of study to practice in the workplace.

> "Have been able to see the practical side of the course. Have become more knowledgeable on job description. It has increased my confidence in this area." (Dietetics)

> "More aware of the various opportunities in industry in my Faculty. Challenge of applying theory to real problem solving in industry & general principles of work ethics and standards. I've seen and applied my education/knowledge in the real world hence see more purpose in my course subjects than I had viewed them in my 1st and 2nd years. I've certainly developed professionally as well." (Chemical Engineering)

> "It showed how what I have learnt applies to industry & how important it is. I think this will ultimately benefit me." (Biochemistry)

> "Allows me to use my language skills far more naturally and habitually. Major improvement to vocabulary and language ability as a whole." (French placement)

> "Some aspects of degree relevant and applied on placement. Learned a lot of info on placement I would not otherwise have known." (Psychology)

"I have learnt that all the university knowledge should be applied in a practice to succeed in the job." (International Hospitality Management)

Table 8 Subject Specific Skills cited in Student Feedback

SUBJECT SPECIFIC SKILLS Acquired/practised	FAHS	FEPS	FHMS	FML
Financial markets				
Sales and marketing				
Trade competition				
Backstage management				
Various roles in dance industry				
Sound recording				
Broadcasting				
Video editing and DVD cutting				
Event management				
Translation tools				
Foreign language competence (Spanish, French)				
Translation into English, Chinese, French				
Data entry				
IT packages e.g. Excel, SPSS				
Youth work				
Advertising/media industry				
Risk assessment tools / health and safety				
Application of theory to practice				
IT problem solving/user support				
Programming				
IT packages e.g. XSLT, JAVASCRIPT, C#/ Vision				
Designing and managing projects				
EU project participation				
How to explain practice				
Chemical methods				
Laboratory techniques				
Wind tunnel testing				
Actuarial skills				
Evaluating financial products				
Construction techniques				
Civil engineering contracting				
Scientific techniques				
Specialist techniques e.g. ECP-AEX, XRD				
Planning analysis				
Devising experiments				
Reading scientific papers				
Protocols				
Assays				
Become comfortable in ward setting				
Buying skills				
Procurement and tendering				
Fashion retail and buying				
Writing company's publications				
Client interviewing				
Research				

It was also recognised by some students that their workplace learning would in turn feed back into their final year studies:

"Able to apply the business skills learnt to studies as now have experience from real-life business." (Computing and IT)

"I feel the experience will help my academic success very much in a positive way due to being more used to hard work and after working for a very successful investment bank there is a big motivation to work hard so you can return there." (Economics)

"Affected my final year options & project. More interested in web development." (Computer Science and Engineering)

"I have helped the best engineers in the world record amazing musicians and can apply this to my coursework recording." (Tonmeister)

"My PTY exposed me to areas of retail I had no previous experience in. This will now give me greater options when considering degree modules and furthermore my future career prospects." (Retail Management)

As expected given the diversity of experience, the totals by Faculty for subject specific skills are low. The range of different subjects within FAHS may also account for the higher number of skills identified by those students.

Table 9 Subject Specific Skills identified in Student Feedback

Faculty	Subject skills
FAHS	18
FEPS	14
FHMS	12
FML	10
Total possible	45

Subject Knowledge

The final of my four categories is closely related to the last one and was again expected to show discrete areas of knowledge within Faculties. Table 10, below, broadly confirms this expectation.

The areas of increased subject knowledge in FAHS reflect the Faculty's programmes of study: they include insight into the music industry, into aspects of health and psychology, the judicial system and politics. FEPS students have gained understanding of IT systems, design tools, oil and air industries. FHMS students have worked predominantly in the medical and scientific research fields whilst FML students have become more familiar with aspects of hotel and business management and law.

However, there are three aspects of learning common to all four Faculties. The first of these is how businesses operate. This is variously described as:

"The general knowledge of the workings of a business." (Business Management)

"I have gained a practical understanding of the law in practice whereas before I only had theoretical knowledge. It has given me an appreciation of what taking on law as an actual career will entail." (Law and International Studies)

"Experience in working in a regional team, knowledge of how IT industry works and different areas of IT." (Computer Science and Engineering)

"Personal conduct, new skills, experience in the industry. Got a more realistic perception on the industry and gained relevant and important experience." (Computing and IT)

Table 10 Knowledge Acquired as cited in Student Feedback

KNOWLEDGE Acquired	FAHS	FEPS	FHMS	FML
Business operation				
Government department's operation				
Macro policies				
Career opportunities /path to take				
Music business				
Automotive audio				
First Aid				
New culture and country				
Medical research industry /pharmaceutical indus				
Education				
Mental Health				
Addictions				
Procedures e.g. EEG, MRI				
Grants in NHS				
Ethics in NHS				
NJS and probation service				
Criminal justice system				
Web				
Programming languages				
Analogue circuits				
Design & implementation in telecommunications				
Cadence tools				
Cost assessment				
Training manual handling				
Budget control				
Oil rig industry				
Foreign language – French, German				
Airbus				
Operation of large multi-national company				
Astrophysics				
Slope stability, drainage software				
Annual licensing				
Radiation				
Dietetics				
Reality of job				
State of the art technology				
Water purification				
Odour evaluation				
Roles within an organisation				
Versatility of practical work				
Use of bioreactors				
Research and development				
Hotel computer systems				
Accountancy				
Legal work				

Their comments continue:

"A large knowledge about how large companies go through procedures of design and implementation for worthwhile products for mobile telecommunications. General experience of work life in the industry. The way I approach problems and the knowledge gained changed my outlook on telecommunications industry as a global industry." (Electronic Engineering)

> "Knowledge of the real estate investment market and the development of new and existing skills which should make me more employable." (Economics)

> "How a dance organisation operates on a day to day basis; how to manage and coordinate a range of creative projects from start to finish; elements of backstage management, marketing, budgets. Increased confidence, increased communication skill both written and verbal, computer skills have improved." (Dance and Culture)

> "The experience of working with lots of different people at different levels and how an office environment operates day-to-day." (Business Economics and Computing)

> "I learnt that working in a professional laboratory is very different to laboratory work at university." (Biochemistry)

> "Knowledge of how a dietetic department runs/works. More knowledge in many areas of dietetics. Better communication to a range of different patients. More confidence in dietetics & my knowledge of dietetics. More independence & organisation. More comfortable in the ward environment?" (Dietetics)

> "It has opened my eyes to what is out there and what working in a lab everyday involves." (Chemistry)

A second aspect of knowledge common across the Faculties was greater cultural understanding as a result of having had an overseas placement, but students also recognised that the cultures of workplaces themselves are unique. The following quotation arguably captures the two:

> "(I learnt) Adaptability to new cultures and customer care. Also, I practised my assertiveness in team leading. Perhaps not changed but enhanced skills and learnt important things." (International Hospitality & Tourism Management)

A third, important, area of unanimity is that the period of placement helps students formulate a career plan. In some cases, this is to confirm what they had thought:

> "I know I am able to follow a career path I was interested in & am capable in the field. It confirmed that I do want to follow youth work sexual health path and made me feel confident that I can go into this field." (Applied Psychology and Sociology)

> It has confirmed that I wish to do a PhD after I graduate. Over my year I was repeatedly shown how unreliable the pharma industry as a whole is." (Biochemistry)

Other students report having been awoken to new opportunities within their chosen field, which for this person, brought anxieties:

> "I feel slightly more confused because I have so many more options open to me!" (Law and International Studies)

Typical of more frequent comments is this:

> "It has given me a clear idea of what career I want to pursue and the options available to me." (Business Management)

Some students realise that their original choice of career is not for them:

> "I would now consider working for an NGO, a charity, or even in the civil service, whereas before all I wanted to do was become a solicitor. I don't even want to be a solicitor now." (Law and International Studies)

while others are able to tweak their initial ambitions:

> "It helped me decide that I would like a career in which I can use my French, probably in an office, but not necessarily in France." (French placement)

And even when they have had a trying placement, students are positive about its benefits, as this student observes:

> "It was a difficult year, however it was very important to my future career. I learned many things which otherwise I probably would not." (Chemistry)

Clearly some subjects cross disciplinary boundaries hence students in different Faculties cite similar forms of learning, e.g. in the experience they have had of research and development or of speaking a foreign language. There is also some indication that the professional world opens an awareness of wider policy and ethical issues.

Table 1 summarises the number of forms of knowledge cited within each Faculty. As might be expected, the range is greater in those Faculties which offer programmes in more disciplines.

Table 11 Forms of Knowledge cited in Student Feedback 2007/08

Faculty	Subject Knowledge
FAHS	17
FEPS	19
FHMS	16
FML	7
Total possible	45

Synergy with other models of professional learning

Although derived entirely from my reading of the qualitative data, my four broad categories are reminiscent of the USEM model: they include examples of understanding, skills, efficacy skills and metacognition. They also find resonances with the work of Eraut et. al (2005-2007) on early career learning.

The latter work relates to a longitudinal study of workplace learning by 92 newly qualified nurses, graduate engineers and trainee chartered accountants. The research identified factors affecting motivation and commitment as well as context factors such as how the work is structured and allocated. Eraut goes on to list eight main categories of learning pathways, which progress and intersect during professional development. They are detailed in Table 12, below.

The intersection of these pathways, learning trajectories, will be unique to each person, according to their experiences and contexts, as Eraut reminds us:

> "Using learning trajectories both encourages continuity of learning and counteracts the widespread delusion that a professional qualification properly represents a person's capability." (Eraut 2007:3)

Nevertheless, by ensuring that there are opportunities to develop the accompanying competences, they offer a framework for professional learning which can inform the placement design.

Table 12 A Typology of Workplace Learning Trajectories (Eraut 2007)

Learning Trajectory	Details
TASK PERFORMANCE	Speed and fluency Complexity of tasks and problems Range of skills required Communication with a wide range of people Collaborative work
AWARENESS AND UNDERSTANDING	Other people: colleagues, customers, managers etc. Context and situations One's own organisation Problems and risks Priorities and strategic issues Value issues
PERSONAL DEVELOPMENT	Self evaluation Self-management Handling emotions Building and sustaining relationships Disposition to attend to other perspectives Disposition to consult and work with others Disposition to learn and improve one's practice Accessing relevant knowledge and expertise Ability to learn from experience
ACADEMIC KNOWLEDGE & SKILLS	Use of evidence and argument Accessing formal knowledge Research-based practice Theoretical thinking Knowing what you might need to know Using knowledge resources (human, paper-based, electronic) Learning how to use relevant theory in a range of practical situations
ROLE PERFORMANCE	Prioritisation Range of responsibility Supporting other people's learning Leadership Accountability Supervisory role Delegation Handling ethical issues Coping with unexpected problems Crisis management Keeping up-to-date
TEAMWORK	Collaborative work Facilitating social relations Joint planning and problem solving Ability to engage in and promote mutual learning
DECISION MAKING AND PROBLEM SOLVING	When to seek expert help Dealing with complexity Group decision making Problem analysis Formulating and evaluating opinions Managing the process within an appropriate timescale Decision making under pressure
JUDGEMENT	Quality of performance, output and outcomes Priorities Value issues Levels of work

For these reasons, I returned to my own analysis of student qualitative feedback 2007/08 and compared my categories with the eight learning trajectories. Each category was mapped against them using the colour coding in Table 12 to highlight distribution.