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# Using the PETAL Framework to enhance Graduate Skills

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# Rationale

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- Develop 'Soft Skills'
- Improve reflection
- Self efficacy
- Ownership of learning
- Confidence building
- CPD & Lifelong learning
- Enhanced 'Graduateness'



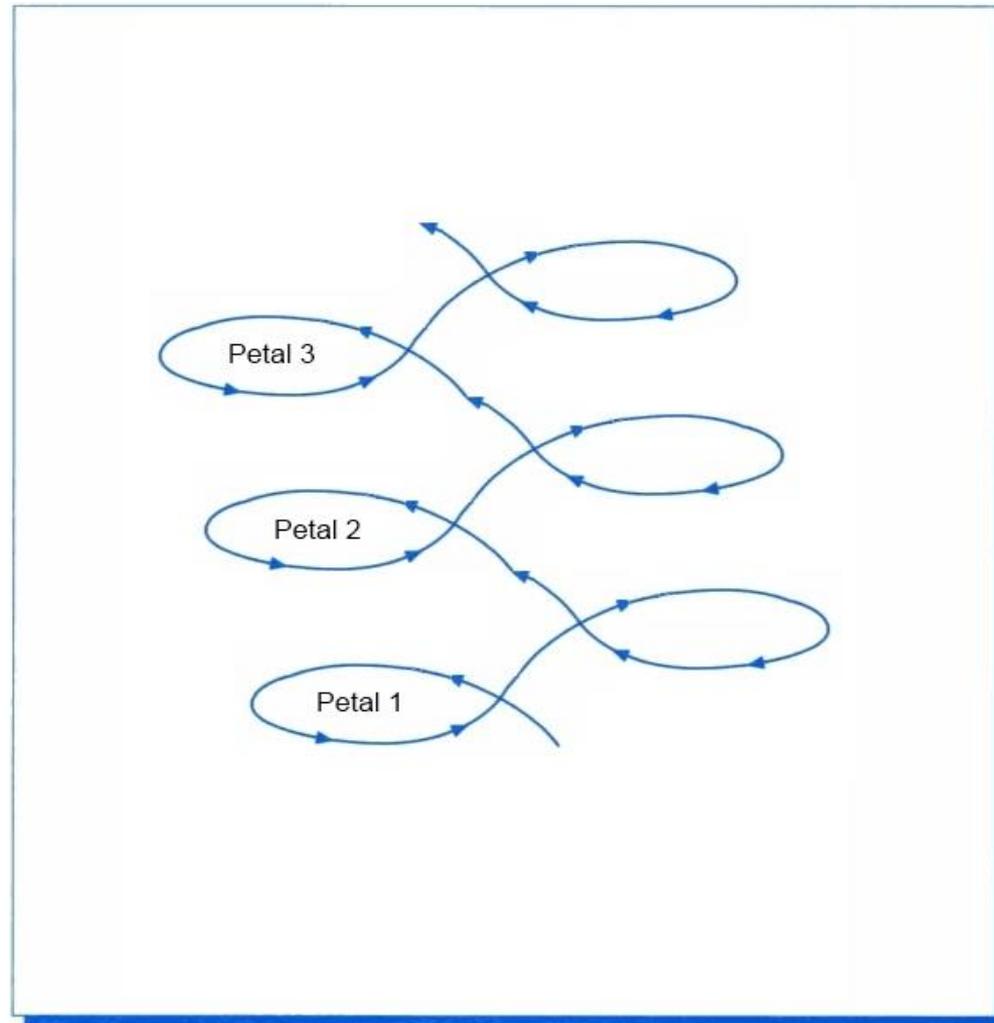
# Methodology

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- (re)action research
- Based on student/researcher dialogue
- Recognises importance of student as researcher 'inside' the research.
- Based on Continuous Development Spiral (Reid and Barrington, 1999)

# Practitioner Engagement in Teaching and Assessment for Learning (PETAL)

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# Benefits of framework

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- Fluid & flexible
- Owned and tailored to individual needs
- Embedded in the discipline to give relevant context
- Increased self awareness, reflection & CPD

# Student Comments

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- 'I'm a lot more thoughtful and a lot more understanding of why I do this and just how to analyse things and think more logically'
- 'you're not told what to do and that's what you have to do in a real job when there's problem solving. You have to think yourself, by yourself or think as a team. You don't....No one's going to come round and tell you what's wrong and what's right and how to do it. You just do it yourself. I think that's the most important aspect and also a lot of confidence I've gained through university. I was really quiet the first year.'
- I've found out who I am as a person as well. I've found out what type of learner I am, what I'm good and what I'm bad at, what I need to work on, what stuff I'm naturally not good at and what stuff I'm naturally gifted at.



# Graduate Impact

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- Development of Type II Managers
- BMS Degree not just about knowledge
- More immediate return on graduate employment investment
- Perception Changing