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Research paper

A study to explore how Early Childhood Graduate Practitioner
Competencies are embedded in to the Early Childhood Studies Degree
Programme

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Introduction

Wallace (2013) explains that conducting research can enable professionals to keep up to date with developments in subject specialist areas, furthermore to identify challenges, reflect and make changes. In relation to this research paper, a researcher will reflect on current practice and secondary literature, introducing contemporary research involving the implementation of Early Childhood Graduate Practitioner Competencies ECGPC in the early childhood sector. The ECGPC's were introduced by the Early Childhood Studies Degree Network (ECSDN) for students studying a degree in Early Childhood Studies, with the aim to evidence a set of competencies throughout the course demonstrating the skills required in practice (Richardson, 2021). In order for students to achieve the competencies they require support from both their tutor and placement mentors working within the early years sector. The research aims to take a critical view of the implementation of the GPC's over the first two years of them being established. The research paper will place focus on students studying Early Childhood Studies across the two levels, this includes the Foundation Degree level 4 and 5. Findings from the secondary research will be explored and analysed along with a methodology section. Findings from the research will be discussed followed by a conclusion and recommendations.

Secondary Research

Calder et al., (2021) explains that over the past thirty years Early Childhood Studies have developed as an academic discipline, highlighting the need for a graduate workforce. Lawler (2020) argues that currently, on average there is just one practitioner per setting who has a degree in private, voluntary and independent early years settings. Nutbrown's (2012) review of qualifications, highlighted concerns in relation to a system that was not equipping practitioners with the skills and understanding they need to provide high quality care and experiences for babies and children (Hoskins and Smedley, 2018). The recommendations from the Nutbrown's (2012) review suggested that practitioners should be trained at a Bachelor level, furthermore, it highlighted that international policy stated that at least 60% of the workforce should be trained to that level (Hoskins and Smedley, 2018, P.185). Likewise, Lumsdon (2018) states that Early Childhood Studies degrees offer students

the opportunities to engage with the multiple perspectives of the early years sector and it promotes a critical application of theory into practice. Additionally, Goddard (2021) argues that research suggests that early years degree students tend to be older than the broader student population. This could suggest that they have been early years practitioners for quite some time before returning to study at a higher level and are likely to be experienced. In contrast, some students may be much younger and have less experience, therefore, the diverse needs of the students must be considered.

Campbell-Barr et al., (2020) state that over the past few years several organisations have tried to provide clarity through the development of a competence framework. The (ECSDN) has always been committed to raising the profile of degrees and additionally influence a graduate led workforce, therefore, in 2018 the ECGPC were introduced by the (ECSDN), whereby, students studying the degree are expected to evidence a set of competencies throughout their studies, demonstrating the skills required in practice (Richardson, 2021). Goddard (2021) states that members of the (ECSDN) can embed the competencies into the degree programmes that are mapped to the Quality Assurance Agency for Higher Education Benchmark Statement, as a pathway or within the degree, currently there are 28 universities offering the competencies. Wagenaar (2014) define competencies as a dynamic representation of demonstrated knowledge, understanding, intellectual, practical and interpersonal skills and values.

Richardson (2021) explains that the ECGPC aim to make sure that Higher Education academic routes are responsive to the changing needs and training routes in practice, additionally they afford students with placement opportunities to critically apply theory to practice. In the past a dominant view proposed by Lave and Wenger (1991) 'situated learning' is a term that describes how professionals learn in a 'community in practice', whereby people learning through practice and participation in the community, this has been perceived as hugely influential over the years (McConlogue, 2020). Moreover, Lave and Wenger (1991) viewed situated learning in the form of social coparticipation, which implies a highly interactive role to acquire skills by engaging in the learning process. Similarly, this type of practice can also be described as experiential learning, theorist Kolb (2015) defines experiential learning as a particular form of learning from life experiences, in contrast to lecture and classroom learning. Kolb (1984) states that

there have been many research studies using experiential learning theory to advance practice. Kolb (1971) further suggests that theory and experiential based education has been widely accepted in colleges and universities, and in more recent times it has become the method of choice for learning and personal development on many courses. The experiential learning model proposes a framework for examining and strengthening personal development, education and work. Therefore, demonstrating critical linkages that are developed between the classroom and the real world. Illustrating the placement or work place as a learning environment that can be supplemented by formal education, which in turn can foster personal development and career opportunities (Kolb, 2015). Keeton and Tate (1978, cited in Kolb 2015) proposed that it is learning which takes place when the learner is directly in touch with the realities being studied. In addition to this approach, in support of this Wagenaar (2014) explains a competence approach is becoming dominant in today's higher education, with the intention of improving performance. The approach serves as a means of integrating goals as part of the learning and teaching process which are subject specific and include knowledge, understanding, skills, abilities and attitudes and furthermore, prepare students for employment.

In relation to the ECGPC, lead author, Lumsdon (2021) argues that the GPC's were introduced due to confusion in the sector, about qualifications and levels of experience, one of the benefits of the competencies is that it gives employers a framework to follow to support students. This is supported by Otermans and Boucas (2022) research, they state that employers want to employ graduates who can demonstrate and apply relevant transferable skills. They suggest that many degree programmes offer professional development opportunities and placement aspects of the course. Fairchild (2021, cited in Goddard 2021) suggests that employing graduates is linked with improved outcomes for children in the sector. Lawler (2020) agrees that early years practitioners with degrees have a positive impact on children's learning outcomes. Lumsden (2021) is hopeful that the competencies will create a new genre of practitioners. Clausen et al., (2021, cited in Goddard 2021) claim that early findings suggest that students are using the competencies to put theories they are learning into practice, they are gaining wider expertise and direct time with children and families. Finally, Wagenaar (2014) explains that one of today's challenges for those involved in

designing degree programmes is to define what they try to establish and which competencies it will need to develop to progress students.

Currently the majority of early years practitioners follow an expert model where experience of practice is gained as part of vocational and professional development, this is usually achieved through apprenticeship or practitioners working towards level 3. However, in contrast to this for practitioners studying in Higher Education there have been challenges faced by graduates entering the sector, due to a perception that graduates may have the academic knowledge but not the practical skills to successfully become part of the workforce (Fairchild, 2022). With this in mind the ECSDN (2022) explain that the Competencies have become popular over the last few years with Higher Educational Institutions offering these in line with the ECS degrees as they provide a connection with graduate employability additionally to ensure the levels of practice in accordance with best outcomes for children. Therefore, the ECGPC'S assess students' leadership, critical and professional practice ability at level 6, however, unfortunately many graduates from ECS degrees are still perceived as equivalent to level 3 practitioners and this can be viewed as problematic and not reflected in pay, this has therefore caused some contention in the early years sector (DfE, 2022a). Subsequently, there has been limited appreciation for policy makers to reflect the wider need for graduates in non-compulsory provision. Furthermore, to act on this the DfE (2022, cited in Fairchild 2022) state ECSDN have made steps to lobby the DfE to change their guidance, however, this has yet to be explored.

The most current research on the GPC's conducted by Fairchild et al (2022) and the University of Portsmouth involved a mixed methodological approach, they conducted a survey that included quantitative and qualitative questions. One aim of the research was to ascertain how to embed these skills in the ECS degrees. Additionally, there was a focus on identifying implications for the teaching of ECS degrees and the inclusion and implementation of GPC's within ECS degree programmes. The findings from this research suggested that "the ECGPC are generally being well received by students, mentors and academic tutors alike, with an increase in students' levels of confidence", in addition to this, "ECGPC placement are experienced as worthwhile as they give more time to be immersed in the setting, more focused and are more varied", furthermore "the students are developing and evidencing skills to assist them with

future employment and career choices. The research conducted concludes that the aim is to provide degree programmes that open up an ongoing dialogue between the ECEC sector and HEI's offering this vocational component of ECS degrees and better routes to employment for graduate students.

In summary, the secondary research has analysed the importance of raising the profile of graduate practitioners, including the implementation of the GPC's. It is evident within the literature that there are far reaching benefits of practice-based experience and this is supported by Kolb (1984) suggesting that this way of learning is a method of choice for learning and personal development, particularly in college and higher education. This has therefore been recognised by the ECSDN with the new framework of the GPC's, with the aim to ensure that students are highly trained and ready to work in sector once they have completed their Bachelor degree.

Challenges in Practice and the Application of the GPC's.

As discussed earlier in the secondary research, in previous years there has been confusion within the sector over qualifications and what level students should be employed at. It could be suggested that this has highlighted a challenge in practice for practitioners on the ECS degree, in previous years students have attended placement and achieved the required hours to complete the course, however there had been no direct contact between tutors and mentors. In support of the secondary research, Lumsden (2021) highlights the importance of the ECGPC, giving employers and managers a framework to follow to support learners in their journey. Likewise, the view of Otermans and Boucas (2020) research that suggests employers want to employ graduates who can apply and demonstrate relevant transferable skills in the sector, they further make clear that it is the programme leader's role to ensure that skills are embedded in practice. Clausen (2021, cited in Goddard 2021) suggests that there is a need to consider the relationship between academic tutors, mentors and students, not as hierarchical but more collaboratively as an exploration together. HM GOV (2017) highlight, that tutors who deliver in Further and Higher Education play a critical role in preparing students to deliver high quality provision to children and families. Further recognising that when statutory requirements that apply to the sector change or qualifications change, tutors must adapt and deliver training to ensure that this is reflected in everyday practice. For this reason, when the course was revalidated in

2021, and in line with current changes in the sector the ECGPC were introduced in September 2021 at the University Centre Grimsby. As programme leader and tutor this includes embedding the ECGPC in practice, they are further mapped within the assignments and modules taught on the course. As part of the revalidation and in order to access students, tutors are expected to go out into placement and ensure that mentors and students have a thorough understanding of what is expected of them in practice. The competencies applied to practice element are listed and structured in the placement handbooks and these must be signed twice by the student's mentor and then assessed by the tutor at each level of the degree (Appendix 1.) and the full list of competencies applied to the course are in the validation document (Appendix 2.). Although the competencies have only been applied since September 2021, at first it could be suggested that there have been several issues with regards support from mentors in settings to achieve, placement issues, such as mentors not being available when visiting the placement. Which therefore can highlight a challenge in collaboration with settings. Lemon and salmons (2020) explain that collaboration is dynamic and complex, it is essential in most academic and professional work. Consideration is required for diverse expectations, such as communication styles, hierarchy, involvement with external stakeholders and organisational structures, cultures and settings. This highlights the importance of tutors working with the mentors of settings to enable students studying the degree to reach their full potential.

Additionally, it could be suggested that diversity of experience and age within the group of students across the two levels is varied. Consequently, this has highlighted that the more experienced practitioners are already applying the competencies within their everyday practice and potentially viewed as achieved, additionally, they could be viewed as a check list in comparison to students who may have little or no experience in the sector. Within the secondary research Goddard (2021) claims that early years degree students tend to be older and have a wealth of experience, choosing to return to study at a later period in their lives. Therefore, it is critical to ensure the implementation of the competencies are achieved and applied both in practice and furthermore, within their academic work, this ensures that the competencies are utilised by all students according to their abilities, both academically and in practice.

Approach to the Research

Nolan et al., (2013) states that methodology is a term used to describe the structured process of conducting research, it rationalizes and justifies how the research topic should be undertaken. Additionally, Robert-Holmes (2014) defines methodology as the principles, values, ideologies, and philosophies that underpin the research process. Within the context of this research, Coolican (2013) suggests that much early childhood research is influenced by paradigms such as interpretivism. Moreover, an interpretivists approach is influenced by what is accepted as the truth varies and the can vary according to an individual's perspective, these can be heavily influenced further by their social and cultural context. With this in mind, qualitative research places focus on the complexity, interest and diversity of human interactions and more specifically their own perceptions (Robert-Holmes, 2014). Therefore, the methodology of the research explains how the research is carried out and in what context (Arthur et al., 2013). Firstly, for this research, the researcher carried out wider reading to highlight findings in the secondary research, through reviewing literature and a studies conducted on the GPC's. Secondly, Mertler (2016) explains that observations in research are used to gain knowledge, to reach understanding and answer the research question, they typically result in qualitative data being collected. This related to the researcher gaining an insight into student's days in placement and meeting mentors when available, this was observed during placement visits over the two years. The application of competencies within the academic work was further monitored. In addition to this, the researcher developed an online questionnaire, this involved both an interpretivist and positivist approach to the research with the aim to find out how students were achieving and applying the competencies in practice and academically, furthermore to identify any challenges faced. The sample of students were 4 level 4 students and 5 level 5 students. Additionally, I gained a critical perspective from a colleague who also teaches on the course.

Findings from the Research

Firstly, the impact of meeting mentors in setting since September 2021 to April 2023 and discussing the competencies has been perceived as beneficial for all stakeholders involved, having a framework to follow for the students going in to placement especially the students who are not currently working have been successful in gaining

the required competencies. It has further embedded practice for the students who are working in the sector and they have also gained the required competencies. Through observation and assessment of placement handbooks, meetings with students and mentors in setting it is evident that the competencies are being achieved and are effective. In addition to this the findings from the questionnaire (Appendix 3), highlighted that when participants were asked “Do you think the framework of the GPC’s is beneficial in placement” all 9 participants responded “Yes”, this infers that over the two levels, the students whether they are working in practice or students on placement they are all finding the competencies beneficial. In addition to this, it could be suggested that because there is more tutor engagement and a new framework to follow it is widening participation and giving students opportunities in practice what they may not have gained before and furthermore, highlighting areas for improvement and conversely strengths in practice. When participants were asked, “Have your mentors been supportive in providing opportunities for you to gain the GPC's in placement?” 8 out of the 9 participants responded yes, and some expanded, *(Participant 4 level 5) stated “ Yes, I am a student and they are accommodating to anything I need to implement within setting to reach my GPC’s”* another participant expanded stating *“Yes I have just been left to get on with things (in a positive way) as they acknowledge the fact that I have many years’ experience” (Participant 5, level 4).* Therefore, it could be suggested that this links to the secondary research, by Clausen et al., (2022 cited in Goddard 2022) who claim that early findings state students are gaining wider experiences and more time in practice and they are using the competencies to put theories they are learning into practice. The idea of working in a community in practice was highlighted within the secondary research, and it was suggested by Richardson (2022) explains that the ECGPC aim to make sure that Higher Education academic routes are responsive to the changing needs and giving students opportunities to critically apply theory to practice. Moreover, making links to experiential learning defined by Kolb (2015) within the secondary research.

Secondly, the impact of ensuring the application of competencies to the student’s assignments has demonstrated that they can make links from practice to academic work and use the competencies they have gained to support their academic writing and therefore, meeting learning outcomes linked to personal and professional

development. Students have applied competencies to their academic work when they have wanted to support points through the use of an appendix, this has added value and depth in their discussion. This has supported the individual and diverse needs of the students, recognising that they are all at different levels both academically and in practice. Findings from the questionnaire completed by the level 4 and 5 students suggested that they are applying the competencies to support their academic work. For example, when asked the question 'How have you applied the GPC's in your academic work?' a participant stated *"These have been applied during the Personal Professional Development module to evaluate the development of my own practice"* (Participant 3, level 4) Another student stated *"I can now link the GPCS's to theory that I have learnt during the course"* (Participant 4, level 5) and (Participant 7, level 5), *"Referred to them to support my points for how I have developed as a practitioner and student"*.

This evidence suggests that applying the competencies academically is allowing students to make strong links between their application of practice and their academic work. Additionally, applying ECGPC within the students' academic practice has supported them to achieve learning outcomes associated with their individual practice.

The above findings suggest that within the first two years of implementing the GPC's it could be suggested that the framework is beneficial for students and likewise settings, mentors have a framework to follow and this enables them to support students to achieve the competencies in practice. In addition to this the research is further inferring that the students are finding it useful to support their personal and professional development Module level 4 or Personal Development, Transformation and Empowerment Module at level 5 within their academic work along with other module assignments. It is further noted that there are strong links between application of theory in practice, this is supported within the secondary research by Lumsden (2018) who suggests that students have opportunities to engage with the multiple perspectives of the early years sector and it promotes a critical application of theory into practice. This is further supported by the most current research conducted by Fairchild et al (2022) and the University of Portsmouth highlighted in the secondary research, were findings suggested that placement experience is viewed as worthwhile giving more time to be immersed in the setting and is more focused and varied. The findings further stated that the students are developing and evidencing skills to assist

them with future employment and career choices. This highlights the fundamental aspects of the aim of the GPC's to raise the profile of Early Childhood Graduates in the sector.

Conclusion and Recommendations

Overall this research paper has highlighted the importance of the implementation of the GPC's and how they have opened up opportunities to build relationships with settings and furthermore time to see students on a one to one basis, supporting them to gain their competencies. Firstly, the secondary research highlighted currently there are 28 universities implementing ECGPC with the hope that they will create a new genre of practitioners (Lumsdon,2021). The changes proposed to practice highlighted the need for tutors to work collaboratively with settings and ensure that the students' mentors were available when tutors visited. The findings from this identified that this approach was beneficial for all stakeholders involved and therefore, could be viewed as an improvement to practice. Secondly, the secondary research highlighted that students have different levels of experience within the early years sector who are studying Early Childhood Studies degrees and therefore, it is the teacher's role to adapt and change practice to ensure they meet individual needs of students. Linking the ECGPC to the academic work has supported students understanding of the competencies and strengthened their academic writing, furthermore supporting them to make links between theory and practice. In this way the competencies complement the students' academic and professional development. Finally, it could be suggested that a competence-based approach to teaching and learning promotes flexibility and individual pathways for students to gain experience, in preparation for employment.

Recommendations for the future

A recommendation for the future would be to continue to develop the competencies within the academic work, to embed clear understanding. As the ECGPC are quite new to practice and established in only 28 universities it would be important to research for themes within practice and work collaboratively with others to identify strengths and weaknesses. In future this research could be put forward for ethical

approval to a wider cohort of students across other universities to identify how they are implementing the competencies in practice and additionally to explore how others are embedding them in to academic work the same as the course at the UCG. The first cohort of students to gain the degree including the GPC's will be in 2024, it would be interesting to conduct research in to the progress of these students towards the end of the academic year and examine how the final assessment is completed and awarded.

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Appendix

Appendix 1- copy of the ECGPC

Early Childhood Graduate Practitioner Competencies

Criteria for competent professional practice to be met by the end of level 6 in the placement setting.			
Each competency must be met twice.	Mentor Initials and date	Mentor Initials and date	Mentor Initials and date
	Level 4	Level 5	Level 6
Demonstrate how you listen to and work in collaboration with young children, individually and in groups. (C1.1)			
Observe, support and extend young children’s participation in their learning through following their needs and interests (C1.2)			

Using real world contexts apply to practice theoretical understandings of Language development. Literacy development, including early reading and Mathematical concepts. (C4.9)			
Support children to respect others by providing opportunities for their participation and decision making. (C1.3)			
The identification of risks. Know and demonstrate how to complete a risk assessment and apply in practice. (C3.4)			
Know how to identify and respond when a child is unwell or injured and may require urgent and non-urgent medical situations. (C3.2)			
How to store and dispose of medicines. (3.2)			
Practice good hygiene. (C3.2)			
Food preparation. (C3.2)			
Safe waste disposal. (C3.2)			
How to use and maintain equipment and know how to access relevant training. (C3.2)			
Apply data protection legislation to practice. (C3.3)			

<p>Demonstrate the application of knowledge and understanding about the importance of respectful nurturing care routines including</p> <ul style="list-style-type: none"> • Personal care • Mealtime routines • Rest, sleep and ‘quiet’ time • Physical activity and mobility. (C3.6) 			
<p>Evidence skills in the use of technology and the role and appropriate use of digital literacies in young children’s learning. (C4.10)</p>			
<p>Evidence skills in appropriate planning to address the care and early learning needs of individual young children with special educational needs and/or disabilities and Protected Characteristics. (C6.4)</p>			
<p>Demonstrate skills in communicating and working in partnership with families. (C7.4)</p>			
<p>Demonstrate in practice the co-construction of learning in respectful partnership with parents with parents and/or caregivers. (C7.2)</p>			

Appendix 2. Mapping of GPC’s to the course

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	<ul style="list-style-type: none"> • Adaptability to changing situations 		The Personal and Professional Development 1, 2 and 3 modules focus on the students gaining practical experience in the early years sector and reflecting on their experiences gaining skills required in response the diverse needs of children and families.	
	<ul style="list-style-type: none"> • Being productively disruptive 		International Perspectives and Practical Approach to Research focus on the students challenging and debating current thinking and theoretical perspectives to develop insight and critical analysis.	
	<ul style="list-style-type: none"> • Resilience 		PDTE 1, 2, 3 requires students to manage a project in line with sector requirements, working collaboratively in a team.	
	<ul style="list-style-type: none"> • Preparing for unknown futures 		PDP and PDTE modules focus on the students identifying areas for their own professional and academic progression in line with employment opportunities within the field of early years. The concepts of professionalism and professional identity are explored linked to the changing landscape of early years education.	
	<ul style="list-style-type: none"> • Finding alternative solutions to problems 	International Perspectives assignment requires the students to pitch their ideal early years curriculum. This involves students recognising current issues with early years pedagogy and practice and identifying alternative approaches that could be used based on theoretical perspectives and academic research.		
Teamwork	<ul style="list-style-type: none"> • Human interaction skills 	Planning for Effective Learning module and assignment provides students with the opportunity to interact with children and practitioners within the placement provision to co-construct learning opportunities and develop professional competencies.		
	<ul style="list-style-type: none"> • Leadership and followership skills 	Practical Approach to Research assignment requires students to work in pairs to conduct a research trial and develop a critical evaluation. Therefore, students will engage in stages of leadership		

		and followership as part of the process.		
	<ul style="list-style-type: none"> • Project development and/or management 		PDTE 1,2,3 modules focus on students' leading and managing a project in their placement setting, implementing a change to enhance inclusive practice or children's health. Content taught will develop students understanding of theory, the importance of collaboration, planning strategy and team working skills	
Presentation	<ul style="list-style-type: none"> • Confidence in communication 	YCMHWB assignment requires students to create a campaign to promote an aspect of children's mental or physical health. Students will need to justify and develop arguments and solutions in practice and communicate these to peers and tutors.		
	<ul style="list-style-type: none"> • Digital skills and adaptability 		Study skills module content and taught sessions will provide the students with the knowledge required to utilise digital skills to access academic source material and meet the requirements for academic assignments throughout the programme. Students will be taught to use PowerPoint, Publisher and online collaboration tools in order to complete assignments.	
	<ul style="list-style-type: none"> • Time Keeping 		Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 requires the students to complete a work-based placement element. Students will be expected to achieve the specified hours to complete the module and demonstrate professionalism and timekeeping that will be assessed via mentor discussions and HE placement assessment tools	
	<ul style="list-style-type: none"> • Self-Presentation 		Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 module encompasses learning content regarding professional and personal presentation obligations and expectations in the field of early years	
Personal Values	<ul style="list-style-type: none"> • Professional attitudes and values 		Inclusive Practice module content and assignments require students to recognise the importance of professional attitudes and morals. To place focus on issues related to social injustice and the importance of advocating for children's rights education and care.	

	<ul style="list-style-type: none"> Ethics and morals 	<p>Collaborative Working module assignment requires the students to discuss professional values and knowledge to complete an introspection in relation to working in collaboration with professionals and parents, demonstrating anti bias practice and non-judgmental approaches.</p>		
	<ul style="list-style-type: none"> Self-Care and care of others 		<p>Personal and Professional Development 1, 2, 3 PDTE 1,2,3 requires the students to work towards achieving Early Childhood Graduate Practitioner Competencies. Key taught elements focus on developing their own professionalism and professional identity, including factors that can enable or inhibit. Throughout the modules the students will demonstrate their ability to care for children and their families recognising the diverse nature of society and the early years field and workforce.</p>	

Appendix 3. findings from questionnaire

Completion th	Email	Name	What level are	How many ye	How have you	Have your me	Do you think	How have you
4/22/23 13:03:01	anonymous		level4	7-10	I use these in daily	Yes very good!	Yes	I have used it to support me in PPD
4/22/23 14:02:49	anonymous		level5	3-6	Yes, the GPC link	Yes very	Yes	Yes in multiple assignment to state my personal development as a practitioner
4/23/23 16:23:14	anonymous		level4	20 plus	I haven't yet	Yes	Yes	
4/23/23 17:14:53	anonymous		level5	3-6	I have used them th	Yes, I am a student	Yes	These have been applied during the Personal Professional Development module to evaluate the development of my own practice.
4/24/23 13:47:00	anonymous		level4	15	They are part of my	Yes, I've just been	Yes	I can now link the GPC's to theory that I have learnt during the course.
4/24/23 13:47:44	anonymous		level4	3-6	Yes as I use my emg	Very supportive with	Yes	I have chosen certain ones in PPD module, reflecting on my role.
4/24/23 21:15:50	anonymous		level5	7-10	To support my assk	Yes	Yes	To support my continued professional development, and evidence my progression and practice
4/25/23 8:57:12	anonymous		level5	7-10	Yes	No	Yes	Referred to them to support my points for how I have developed as a practitioner and student.
4/26/23 10:20:44	anonymous		level5	7-10	Although I am empl	Yes.	Yes	Mostly through the personal development assignments and any reflective work.