BRIDGING THE THEORY PRACTICE GAP OF EMPLOYABILITY THROUGH THE PEER ENHANCED E-PLACEMENT (PEEP) MODEL

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Huge thanks to Professor Gilly Salmon for our partnership, working together to develop and share the Peer Enhanced e-Placement (PEEP) model.

Thank you to the work-based learning placement teams who have adopted the PEEP and continue to champion the PEEP model.
THE EVOLUTION OF EMPLOYABILITY

Employability has become one of the critical priorities within the higher education landscape across the world (Abelha et al., 2020) but there is still a gap between employer expectations and graduate work readiness (Orr et al., 2023)

What is employability – definitions

Embedding within curriculum - course level

Capital and agency - individual level
<table>
<thead>
<tr>
<th>WBL is achieved through experiences related to the workplace context</th>
<th>Offers authentic learning and opportunity to develop life wide employability learning beyond the classroom</th>
<th>WBL placements one of the most common activities to support employability (The Association of Graduate Careers Advisory Services, Shortlist Me, 2022)</th>
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</thead>
<tbody>
<tr>
<td>WBL can be seen as an inferior “add on” to the academic curriculum</td>
<td>A perceived lack of pedagogical design and delivery that is an expected part of the academic curriculum provision within higher education</td>
<td>The theory practice link for employability demonstrated through a case exemplar – the Peer Enhanced e-Placement (PEEP) model</td>
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AN EMPLOYABILITY ROAD MAP FOR WBL PLACEMENTS

- Problem solving
- Planning and Organisation
- Enterprise/Innovation
- Digital Literacy
- Self-Management
- Communication
- Values and ethics
- Team working
- Leadership
- Clinical/Professional skills
- Reflection and Self Improvement
- Professionalism
- Initiative
- Flexibility


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WBL DESIGN AND DELIVERY CONSIDERATIONS (Taylor, 2023)

- Clear purpose
- Scaffolding learning
- How to facilitate engagement in learning
- Clear roles and responsibilities

- Importance of relationships
  - Support cognitive and social constructivism to underpin agency of students and the metacognition of their learning (Lidster and Wakefield, 2022)

- Application of universal design for learning (UDL) principles
  - https://udlguidelines.cast.org/
LEARNING OUTCOMES – “ANCHORS”

- Linking academic curriculum with WBL (Morris, 2016)
- Interpersonal and intrapersonal characteristic to support employability and graduate readiness (Stek, 2022)
- Development of relevant and authentic employability “resources”
- Provide a common and clear purpose
- Learning contracts with individual goals support engagement (Bale and Seabrook, 2021)
- Help to inform assessment design and offer the route for the learning journey
Assessment and feedback are linked but distinct differences (Winstone and Boud, 2020)

Consideration of assessment literacy (Quilter and Gallini, 2000)

Formative assessments – supporting the student learning continuously along the leaning route

Summative assessments – assessment of the learning at the destination of the learning journey

Authentic assessments supporting progress towards learning outcomes (Pitt and Quinlan, 2022)
## Feedback

<table>
<thead>
<tr>
<th>Feedback impacts significantly on learning (Morris et al., 2021)</th>
<th>Reported as the least positive aspects of courses (Dawson et al., 2019)</th>
<th>Complex and can be difficult to manage across WBL placement teams</th>
<th>To maximise the feedback potential – needs to be designed considering key principles</th>
</tr>
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<tbody>
<tr>
<td>Winstone (2017) awareness, cognisance, agency and lack of volition/readiness</td>
<td>Henderson et al. (2019) capacity, design and culture</td>
<td>Authentic feedback – mode and method</td>
<td>Feedback literacy needs to be aligned between all stakeholders (Tai et al., 2017)</td>
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SUPERVISION

A two-way process

Agreed principles of supervision – “contract”

Guiding hand towards learning outcomes

Support

Can consider group supervision (Egan et al., 2021) – mindful of drawbacks of group dynamics but also the benefits of team building and reduced reliance on supervisor (Kettle, 2015)
**REFLECTION**

- Essential to support consolidation of learning and metacognition
- Identifies learning needs
- Assists with the theory practice link (Griffiths and Tann, 1992)
- Different models and frameworks exist
- Crucial to support lifelong employability journey (Taylor, 2022)
- Portfolios are a useful tool to use within higher education to link curriculum and WBL placement learning (Syzdykova et al., 2021)
**A CASE EXEMPLAR**

**THE PEER ENHANCED E-PLACEMENT (PEEP)**

*(Taylor and Salmon, 2021)*

<table>
<thead>
<tr>
<th>Feature</th>
<th>Details</th>
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<tbody>
<tr>
<td>Delivered entirely online using peer group pedagogy</td>
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<tr>
<td>Designed using usual placement learning outcomes</td>
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<td>Fulfilled statutory and professional body guidelines</td>
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<tr>
<td>Induction</td>
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<td>Clear roles and responsibilities</td>
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<td>Clear shared purpose and learning outcomes for the placement</td>
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<td>Individual learning through learning contracts</td>
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<td>Students worked with and took responsibility for a caseload</td>
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<td>e-workbook</td>
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“can be akin to a portal, opening up a new and previously inaccessible way of thinking about something” (Meyer & Land, 2006, p. 3)

**WBL practice placement face-to-face in person environment**
- WBL learning is only authentic face-to-face
- Dominance of face-to-face with patients
- Learning mainly between student & supervisor 1:1
- Placement capacity challenges

**Online environment**
- Peer collaboration, knowledge & practice
- Design once, deliver many times
- Scaffolding, structure, pacing
- Tailored case studies, scenarios or projects
- Equivalence of learning
- Alignment to learning outcomes
- Accessibility

**Not changed:** clearly defined placement learning outcomes

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CLEAR ROLES AND RESPONSIBILITIES

PEEP local lead

Students – individual and peer group

Long arm supervisor

Case study/scenario/project lead
Meaningful online learning is possible (Salmon, 2019)

Offers learning in complex and high-pressure situations not always possible in the real world (Savin-Baden, 2020)

Pedagogy of combining human teaching and technology to facilitate active engaged online learning (Salmon, 2013; Salmon, 2019)

Underpinned by the application of the five stages of learning (Salmon, 2011)

WBL goes beyond “hands on” in person/in situ clinical professional skills (Taylor, 2020)
PEER GROUP PEDAGOGICAL EVIDENCE BASE

- It is not just about bringing groups of students together
- Encourage social interaction to support student learning (Topping et al, 2017)
- Common and individual goals maximise learning journeys (Topping et al, 2017)
- Provides a rich learning opportunity (Tai et al., 2016; Topping, 2005)
- Only now being realised within clinical education (Tai et al., 2021)
This page contains a list of research findings related to peer group pedagogical evidence base:

1. In depth learning preparing for the clinical world of work (Ravanipour et al., 2015)
2. Using observation of peers supports more in-depth learning (Tai and Sevenhuysen, 2018)
3. Enhanced communication, collaboration skills and critical reflection (Carr et al., 2018; Chou, 2011) with consolidation and metacognition (McPake, 2019; Pratiwi, 2019)
4. Equivalent and quality learning gains whilst helping with WBL placement capacity challenges (Tzu-Chieh, 2011)
STRUCTURE AND SCAFFOLDING OF THE PEEP TIMETABLE

- Peer synchronous learning
- Assessment – formative and summative
- Scaffolding
- Supervision – group and individual different modes
- Pacing
- Peer group reflection
- Individual asynchronous preparation
- Feedback – group and individual different modes
- Individual Reflection
PEEP COMPONENTS

Professional standards and specific placement learning outcomes “anchors”

PEEP pedagogical principles and timetable design

Online work based learning placement environment using VLE/LMS/other platforms
SCALING UP – THE PEEP ACQUISITION EXPERIENCE

PRE-WORK
Exploring professional standards & understanding key pedagogical components of a PEEP

½ DAY ONLINE WORKSHOP
Sharing exemplar student timetables, customizing to professional and local course need

FOLLOW UP
Quiz, certificate of completion, student e-handbook

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Over 80 WBL placement teams across UK and in New Zealand and Kenya

Spanning 20 professions/fields

Over 1800 UK students have completed a PEEP with examples across occupational therapy, diagnostic radiography, orthoptists, speech and language therapy, nursing, physiotherapy, operating department practitioners and dietetics

PEEP model has been developed to include live links into the workplace – flexibility for adaption and adoption across professions
An evaluation by a nursing placement team has shown the development of mental health clinical knowledge and skills but also interpersonal and team working skills.

Research methodology included a mix of quantitative and qualitative data.

Respondents from clinical providers and service users in the delivery of the PEEP.

Now developing a cross region PEEP in collaboration with one of the large NHS Trust placement providers (project in progress with full publication of the evaluation to follow).
An Occupational Therapy programme implemented a PEEP for 100 students receiving positive evaluation from the students.

In depth understanding from their participation in the PEEP.

Positive findings resulted in plans for the PEEP to be embedded into ongoing programme provision (Payne and Downes, 2021).
ORTHOPTISTS

Achieving online health placement delivery with Deborah Lewis and Martin Rhodes - Highly Specialist Orthoptists in England

Delivered by the NHS Trust not the higher education provider

Positive evaluation

Subsequent joint PEEP with orthoptists in Scotland
In an evaluation of PEEP for physiotherapy students, 93.9% of students felt expectations were clear and they were prepared for placement, with 81% reporting they met all the learning outcomes.

Most valued learning activities were the simulation suite (56.4%), the patient journey (37.5%) and the case histories (31.3%). Preplacement anxiety that students had reported reduced post PEEP, with little anxiety being reported.

Strengths: a range of different teams, the peer group learning and support, the clarity of the structure of the PEEP, the opportunity to follow a patient journey and the good support from the staff leading the PEEP.

Internet stability, the lack of hands-on learning, one-one opportunities and feedback and real time assessment for this specific design and delivery of the PEEP and the need for self-motivation were identified as limitations of the PEEP experience.

Overall, the evaluation demonstrates that the PEEP was effective to provide physiotherapy students with an initial experience of practice-based learning (Stears et al., 2022).
PEEP contextualisation for the Operating Department Practitioner (ODP) profession

Engaged with the President of the College of ODPs, the immediate past president, the chair of the education standards committee, clinicians, employers, academics, and student ODPs

“Such a valuable tool, so many ideas to individualise and implement across all three years of the ODP programme” “PEEP is a valuable evidence-based tool to support learning” “I think virtual placements could be effective in exposing ODP students to non-traditional roles, such as working as a practitioner in ED [emergency department] or transferring an intensive care patient to a different hospital”

Within six months 175 ODP PEEPs were delivered, with positive feedback - a further 636 four-week PEEPs have been delivered date with programmes embedding PEEPs into their ongoing WBL placement provision

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Online survey with a mix of closed and open questions to gather qualitative and quantitative data (n=26)

The survey addressed experiences of the PEEP acquisition experience and their subsequent contextualisation of the PEEP model for their own students

Evaluative interviews (n=3) to enable more in-depth exploration of key themes

Ethical approval for this project from the Faculty of Medicine and Health Sciences Research Ethics Committee at the University of East Anglia
Independent research assistant conducted an inductive reflexive thematic analysis of the qualitative data (Braun and Clarke, 2006) from the survey and the interviews using NVivo 12 (Richards, 2005).

The quantitative data was collated and analysed descriptively.
KEY FINDINGS OF QUANTITATIVE DATA

- Impacted on understanding for online placements and PEEP design
- Impact on the value of peer learning and confidence with wider innovation initiatives
- Most planning 1 PEEP per programme of study
- Most planning PEEP for 2nd year students
- Mostly planning 15 working day PEEP
KEY FINDINGS OF QUALITATIVE DATA

PEEP has a wide range of benefits

Very positive and successful experience.

Students met their placement’s learning outcomes and added value

Diverse range of content

The design of PEEP is sustainable

The flexible nature of PEEP is definitely one of its main strengths

Extra support and transformation from team, students and practitioners
OVERALL KEY RECOMMENDATIONS

- Work with staff to help change mindset
- **Collaboration** between higher education institutes and placement providers
- Use PEEP timetable template to help underpin **pedagogy**
- **Resource** the organization of the PEEP
- Design once and deliver multiple times/share resources for **efficiency**
Sustainable mitigation against further disruption & WBL placement capacity challenges

“Non hands on” employability and professional development gains for students and staff

Quality robust design and evidence underpinning the PEEP model built around learning outcome “anchors”

Local adaption and adoption for local need with a breadth of learning opportunities

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LINKING WBL EMPLOYABILITY AND THE CURRICULUM

✓ Importance of highlighting the pedagogy of employability
✓ Linking theory and practice through scaffolding of learning in the design and delivery of WBL at a course level
✓ Development of capital and agency of capitals to make the link at an individual level
✓ Authentic learning through targeted learning outcomes and experiences
✓ Embedding WBL experiences for all students – quality not quantity
BUILDING THE LINK BETWEEN HIGHER EDUCATION AND EMPLOYERS

✓ Collaborative approach for design and delivery
✓ Working in partnership to develop understanding of needs
✓ Develops a mutual understanding between students and employers through supervision and feedback
✓ Bridging gap between higher education and employment through learning outcomes focussed on key identified and agreed areas of learning
✓ Identification of gaps through assessment and reflection with action plans to work on
✓ Development of student autonomy and agency to guide their graduate transitions
**CONCLUSIONS**

- Adaptable and adopted by multiple professions with positive evaluation
- Generation of WBL placement capacity
- Efficiencies and accessibility for students – no travel and accommodation costs or time
- A quality and sustainable evidence based WBL placement model embedded within higher education courses
- Links pedagogical theoretical principles to WBL practice encouraging a collaborative approach
- Included in higher education employability strategy development
- Included as a case study in a national Council of Deans of Health strategy report
Professional body endorsement
Included in higher education employability strategy development
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**PEEP RESOURCES**

- www.e-placements.net and https://www.educationalchemists.com/placements.html#
- The original PEEP – structure and pedagogy; https://www.youtube.com/watch?v=EHZjJwM8
- PEEP placement innovation; https://www.youtube.com/watch?v=enQn2y3eXNg&t=6s
- PEEP 6 months on – adapting and scaling; https://www.youtube.com/watch?v=UXaFM9CXTI8&t=8s
- Achieving online health placement delivery with Deborah Lewis and Martin Rhodes - Highly Specialist Orthoptists; https://www.youtube.com/watch?v=Q052vMeb57I
- PEEP implementation with Helen Lowes Sheffield NHS Trust; https://www.youtube.com/watch?v=g3Xz2BaAapl&t=367s
- Student experience and feedback Glasgow Caledonian University Physiotherapy students; https://youtu.be/YBGtCsumFiw
- Peer Enhanced e-Placements - Accessibility, Diversity and Sustainability; https://www.youtube.com/watch?v=T0Y-IDVg
- Council of Deans Innovation Fortnight CoDHCast; https://www.councilofdeans.org.uk/2022/01/codhcascet
- Visualisation work as part of the PEEP contextualisation https://www.youtube.com/watch?v=Ng-226c2DI&t=7s
- 5 stages of learning information https://www.gillysalmon.com/five-stage-model.html
- Student experience and feedback Glasgow Caledonian University Physiotherapy students; https://youtu.be/YBGtCsumFiw
- Erasmus+ (2023) Employability in Programme Development https://www.gla.ac.uk/research/az/epd/case%20studies/hresearchoutcomes%20collatedcasestudies
THANK YOU FOR LISTENING
ARE THERE ANY QUESTIONS?

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