

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



<https://www.barcelonaphotoblog.com/2007/04/porta-de-europa-bridge-barcelona-harbor.html?m=0>



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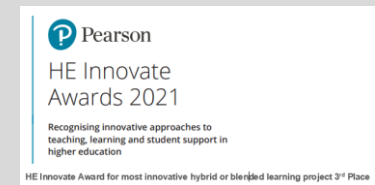
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# ACKNOWLEDGEMENTS

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

# WORK-BASED LEARNING (WBL) PLACEMENTS

WBL is achieved through experiences related to the workplace context

Offers authentic learning and opportunity to develop life wide employability learning beyond the classroom

WBL placements one of the most common activities to support employability (The Association of Graduate Careers Advisory Services, Shortlist Me, 2022)

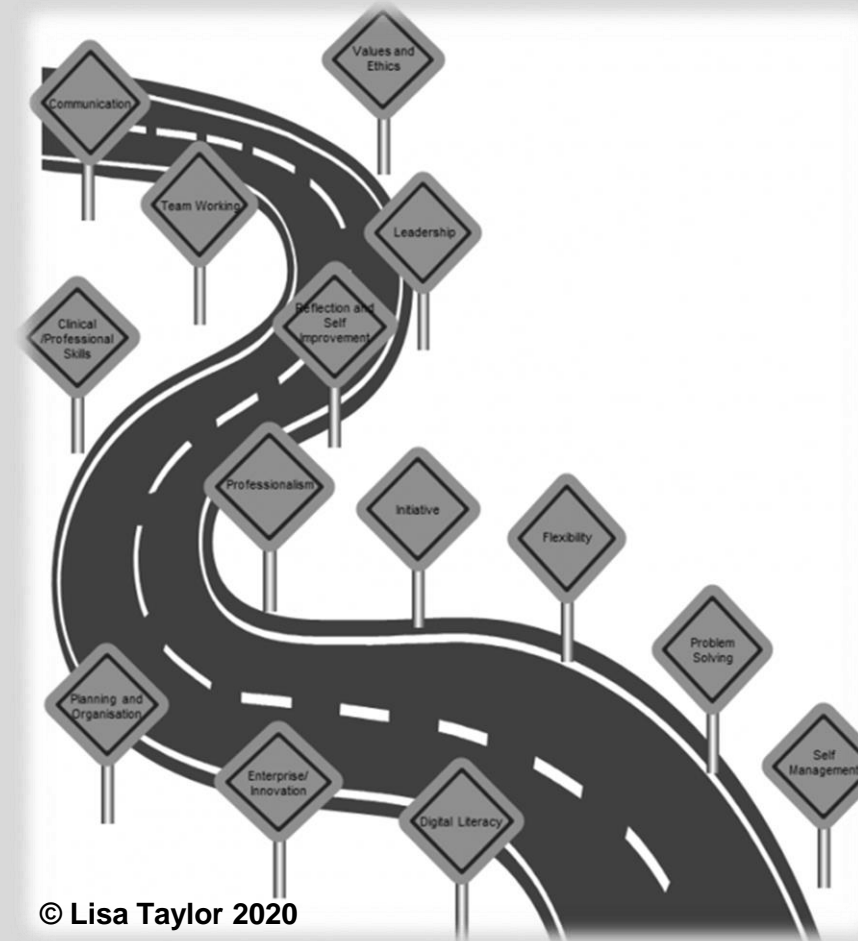
WBL can be seen as an inferior “add on” to the academic curriculum

A perceived lack of pedagogical design and delivery that is an expected part of the academic curriculum provision within higher education

The theory practice link for employability demonstrated through a case exemplar – the Peer Enhanced e-Placement (PEEP) model

# 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



<https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/employability-roadmap-placements>

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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 characteristics 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

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

Feedback impacts significantly on learning (Morris et al., 2021)

Reported as the least positive aspects of courses (Dawson et al., 2019)

Complex and can be difficult to manage across WBL placement teams

To maximise the feedback potential – needs to be designed considering key principles

Winstone (2017) awareness, cognisance, agency and lack of volition/readiness

Henderson et al. (2019) capacity, design and culture

Authentic feedback – mode and method

Feedback literacy needs to be aligned between all stakeholders (Tai et al., 2017)

# SUPERVISION



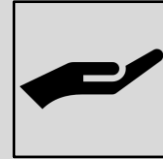
A two-way  
process



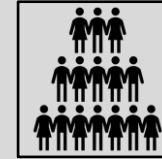
Agreed  
principles of  
supervision –  
“contract”



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



Assists with the theory practice link (Griffiths and Tann, 1992)



Crucial to support life-long employability journey (Taylor, 2022)



Identifies learning needs



Different models and frameworks exist



Portfolios are a useful tool to use within higher education to link curriculum and WBL placement learning (Syzykova et al., 2021)

# A CASE EXEMPLAR

## THE PEER ENHANCED E-PLACEMENT (PEEP)

(Taylor and Salmon, 2021)

Delivered entirely online using peer group pedagogy

Designed using usual placement learning outcomes

Fulfilled statutory and professional body guidelines

Induction

Clear roles and responsibilities

Clear shared purpose and learning outcomes for the placement

Individual learning through learning contracts

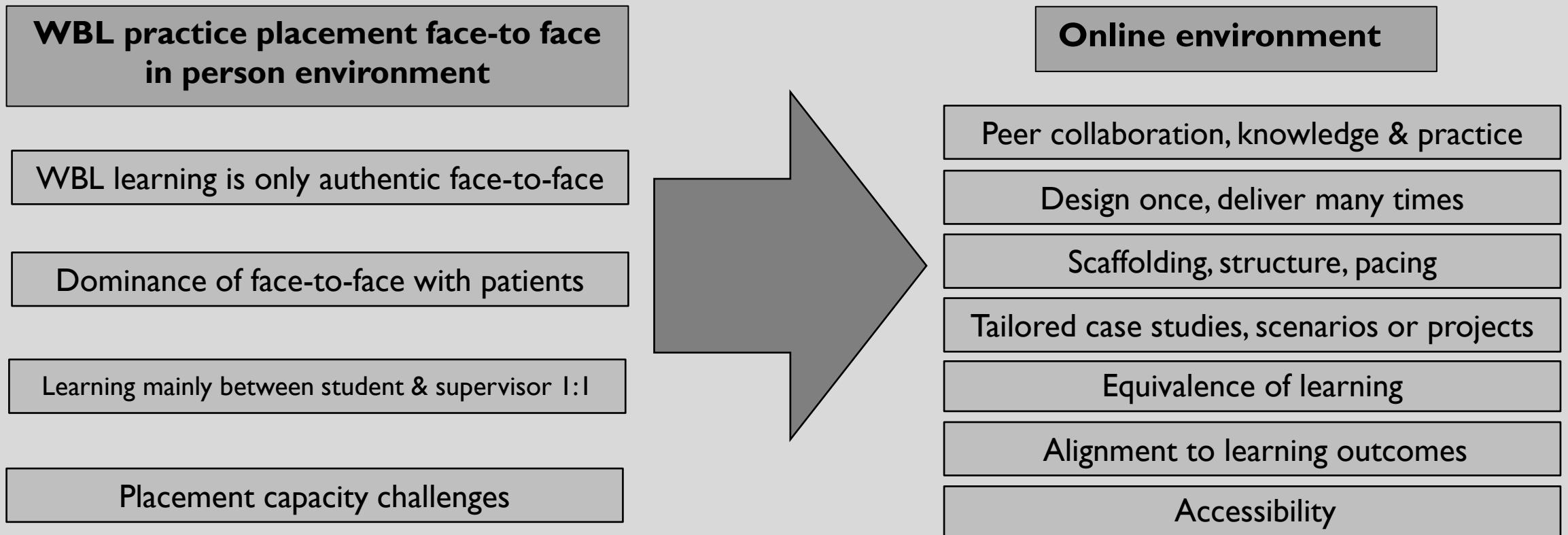
Students worked with and took responsibility for a caseload

e-workbook



# THRESHOLD CONCEPTS FOR A PIVOT

“can be akin to a portal, opening up a new and previously inaccessible way of thinking about something”  
(Meyer & Land, 2006, p. 3)



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



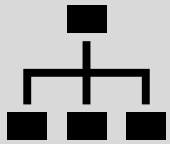
# CLEAR ROLES AND RESPONSIBILITIES



PEEP local lead



Students – individual and peer group



Long arm supervisor



Case study/scenario/project lead



# ONLINE DELIVERY PEDAGOGICAL UNDERPINNING

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)





# PEER GROUP PEDAGOGICAL EVIDENCE BASE

In depth learning preparing for the clinical world of work (Ravanipour et al., 2015)

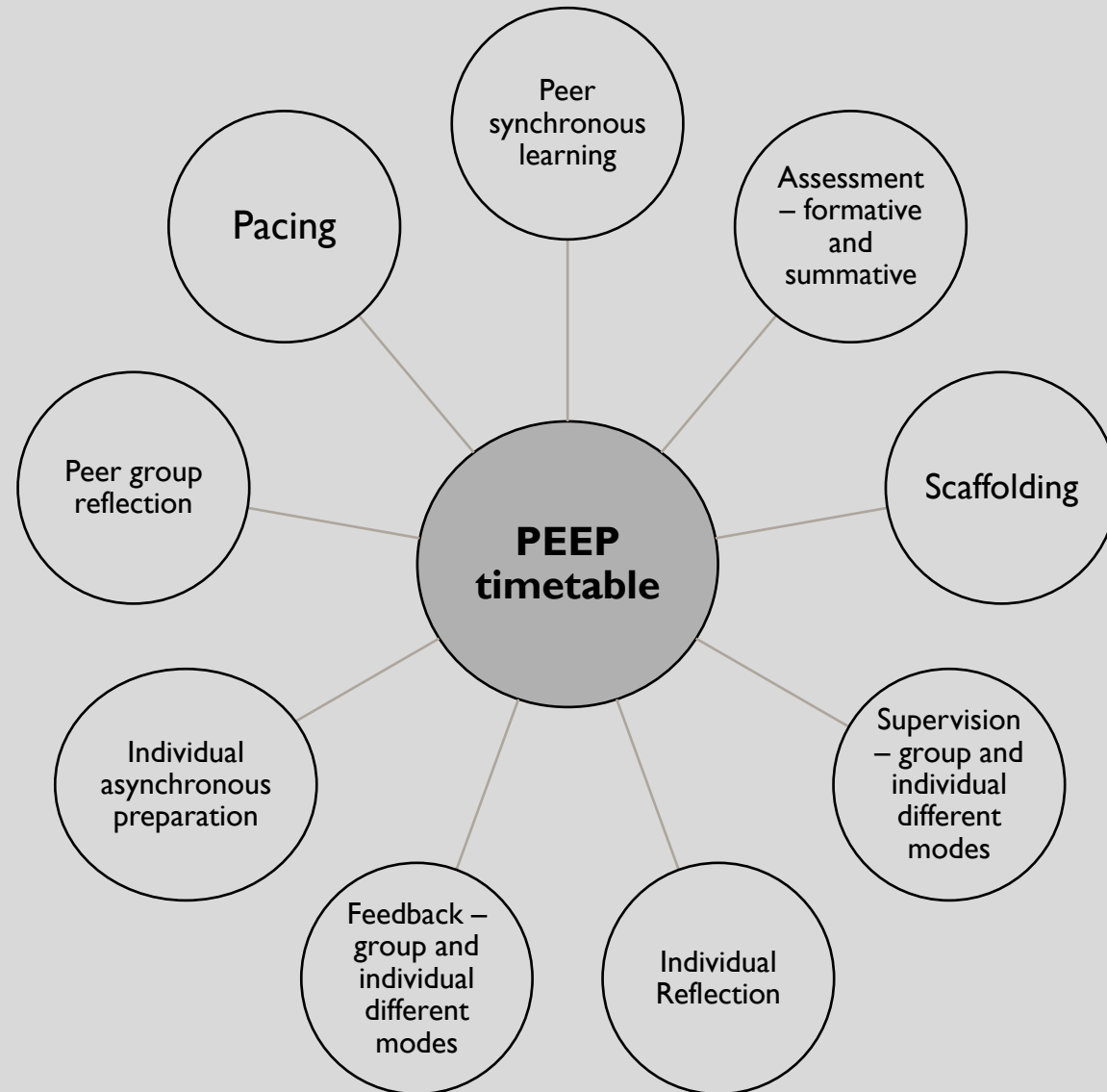
Using observation of peers supports more in-depth learning (Tai and Sevenhuysen, 2018)

Enhanced communication, collaboration skills and critical reflection (Carr et al., 2018; Chou, 2011) with consolidation and metacognition (McPake, 2019; Pratiwi, 2019)

Equivalent and quality learning gains whilst helping with WBL placement capacity challenges (Tzu-Chieh, 2011)

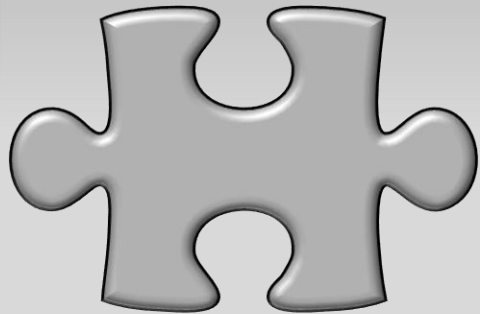


# STRUCTURE AND SCAFFOLDING OF THE PEEP TIMETABLE

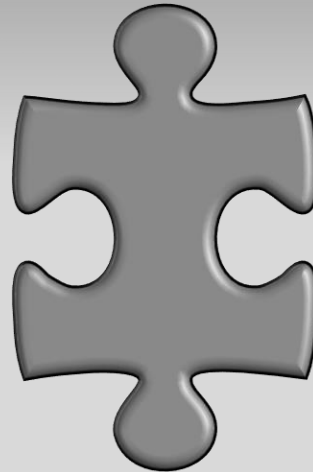


# PEEP COMPONENTS

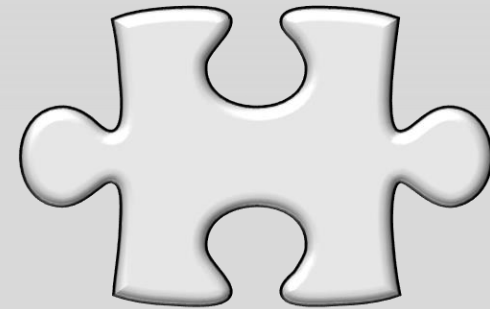
Professional standards  
and specific placement  
learning outcomes  
“anchors”



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



# ADAPTION AND ADOPTION

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



# NURSING

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 of 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)



# OCCUPATIONAL THERAPY

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An Occupational Therapy programme implemented a PEEP for 100 students receiving positive evaluation from the students

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In depth understanding from their participation in the PEEP

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



# ORTHOPTISTS

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

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Delivered by the NHS Trust not the higher education provider

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Positive evaluation

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Subsequent joint PEEP with orthoptists in Scotland

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# PHYSIOTHERAPY

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

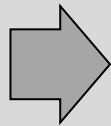
Internet stability, the lack of hands-on learning, one-one opportunities and feedback and real time assessment for this specific design and delivery of the PEEP and the need for self-motivation were identified as limitations of the PEEP experience

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)

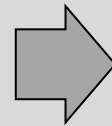


# OPERATING DEPARTMENT PRACTITIONERS

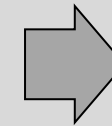
PEEP  
contextualisation for  
the Operating  
Department  
Practitioner (ODP)  
profession



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



# PEEP RESEARCH



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



# DATA ANALYSIS

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 PEEPs 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**

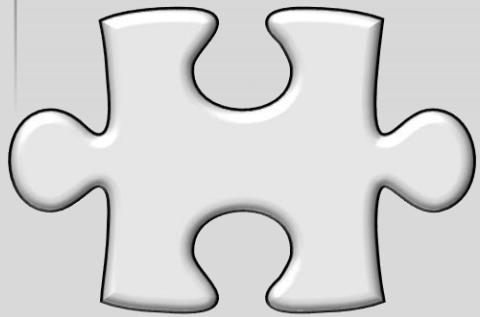
**Resource** the organization of the PEEP

Design once and deliver multiple times/share resources for **efficiency**

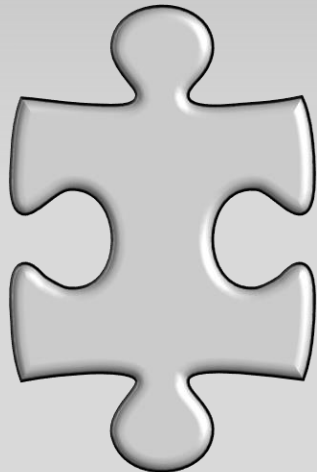


# WHY PEEP?

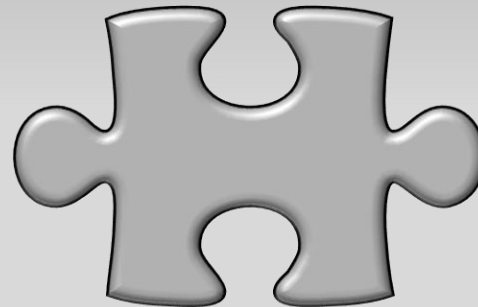
Sustainable mitigation against further disruption & VBL placement capacity challenges



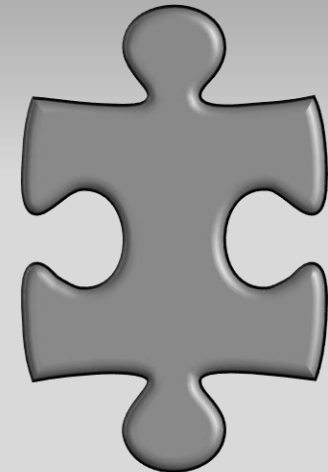
“Non hands on” employability and professional development gains for students and staff



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





# 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



International Journal of Practice-based Learning in Health and Social Care  
Vol. 9 No 2 December 2021, pages 1-10

### Enhancing Peer Learning through Online Placements for Health and Social Care Professions

\*Lisa Taylor<sup>a</sup> & Gilly Salmon<sup>b</sup>  
a. University of East Anglia, United Kingdom; b. Swinburne University of Technology, Australia

**Abstract**  
This article reports on the innovative design and the delivery of an online placement for university students, in response to the suspension of face-to-face placements due to COVID-19 restrictions in April 2020. A high quality, evidence-based and pedagogically sound

## CONSTRUCTING ONLINE WORK-BASED LEARNING PLACEMENTS

### APPROACHES TO PEDAGOGY, DESIGN, PLANNING AND IMPLEMENTATION

LISA TAYLOR

**AGCAS**  
AWARDS FOR EXCELLENCE  
2022 WINNER  
STRATEGIC INNOVATION AWARD

**AGCAS**  
AWARDS FOR EXCELLENCE  
2022 SHORTLIST NOMINEE  
SUPPORTING STUDENT/GRADUATE EMPLOYABILITY AWARD

## Winner of the 2022 UEA Faculty of Medicine and Health Sciences Research Prize – Innovation from teaching

**UEA**  
University of East Anglia  
INNOVATION & IMPACT AWARDS 2021

**FINALIST**

**WINNER 2022**  
Outstanding Contribution to Work Experience

**Pearson**  
HE Innovate Awards 2021  
Recognising innovative approaches to teaching, learning and student support in higher education

**SHORTLISTED**

HE Innovate Award for most innovative hybrid or blended learning project 2<sup>nd</sup> Place

NS STUDENT

Study skills Clinical skills Clinical placements Person-centred care

### Clinical placements: online options for learning during COVID-19 and beyond

How an e-placement model can keep nurse education on track with virtual caseloads and live assessments

Lisa Taylor  
Posted 07 November 2020 - 16:48

### PEEP: a virtual alternative placement

As a result of COVID-19 and the suspension of one-to-one placements, the academic team at the University of East Anglia looked for a virtual alternative. Dr Lisa Taylor explains

Delivering pre-registration practice-based learning - alternative models

Creativity within practice-based learning is key to developing sustainable, quality placements. The COVID-19 pandemic has while greatly impacting on learners taking part on practice placements and accruing the 1,000 hours required to qualify, has driven further innovation in this area.

We need to think creatively beyond the 'traditional' 1-1 placement experience to enable learners to gain the experience they need to complete their studies and register to practice as occupational therapists.

RCOT is calling on all practitioners, service managers and departmental leads to collaborate with universities and explore what can be done to support learners to access practice placements.

Here are some alternative placement models that you can draw inspiration:

- Virtual model for practice-based learning
- Peer Enhanced e-Placement (PEEP) model

WONKHE

### Unblocking the placements logjam through e-placements in healthcare

What do you do when you can't offer placements in a "place"? Go back to the digital drawing board and get creative, says Gilly Salmon.

This article is more than 13 year old  
COMMENT | 25/03/21

Times Higher Education

News Rankings Jobs Study abroad Events

### It's time for the sector to embrace online work placements

Placement capacity has been shaken to its core by Covid, creating a huge backlog. We must look for sustainable alternative solutions, says Gilly Salmon

- ✓ Professional body endorsement
- ✓ Included in higher education employability strategy development
- ✓ Blogs <https://blog.insidegovernment.co.uk/higher-education/peer-enhanced-e-placement> <https://www.advance-he.ac.uk/news-and-views/placements-post-covid-19-time-re-evaluation>

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# PEEP RESOURCES

- [www.e-placements.net](http://www.e-placements.net) and <https://www.educationalchemists.com/placements.html#/>
- The original PEEP – structure and pedagogy; <https://www.youtube.com/watch?v=EhZfjUjwM8>
- PEEP placement innovation; <https://www.youtube.com/watch?v=6nQn2y3eXNg&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=g3Xz2BaApl&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=TtXf-IDVlgw>
- Council of Deans Innovation Fortnight CoDHCast; <https://www.councilofdeans.org.uk/2022/01/codhcast>
- Visualisation work as part of the PEEP contextualisation <https://www.youtube.com/watch?v=Nt-a2cqc2DI&t=2s>
- 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>
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THANK YOU FOR LISTENING  
ARE THERE ANY QUESTIONS?



<https://www.barcelonaphotoblog.com/2007/04/porta-de-europa-bridge-barcelona-harbor.html?m=0>

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