

The changing face of employability within higher education

Professor Lisa Taylor

Professor of Employability and Learning Innovation

Faculty of Medicine and Health Sciences

University of East Anglia

Email Lisa.Taylor@uea.ac.uk *Twitter/X* @drlisataylor #PEEPModel

LinkedIn <https://www.linkedin.com/in/professor-lisa-taylor-10010464/>



University of East Anglia

Acknowledgements

Huge thanks to Professor Gilly Salmon (Education Alchemists Ltd) 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.



What is employability?

- \$64,000 dollar question!
- Difficult to define and cannot be boxed into a single point in time and is very personal and unique (Crisp et al. 2019).
- Needs to be embedded within every aspect of the student journey (Tibby and Norton, 2020).
- Employability and continuing professional and personal development is a key aspect of higher education and subsequent career journey (Taylor, 2016).
- Important to support the development of employability “resources” (Taylor, 2023).


The evolution of employability

What is employability – definitions

Embedding within curriculum - course level

Capital and agency - individual level

- Employability has become one of the critical priorities within the higher education landscape across the world (Abelha et al., 2020).
- Within higher education there has been an evolution of employability to become more focussed on a capitals-based approach facilitating individual agency to better prepare students for the transition into the workplace and throughout their careers (Tomlinson and Jackson, 2021).
- Still a gap between employer expectations and graduate work readiness (Orr et al., 2023).

A photograph of a winding asphalt road with double yellow lines, curving through a lush green landscape. The road is set against a backdrop of rolling hills and a sky with scattered clouds. The text is overlaid on the right side of the image.

Employment and employability are often used synonymously but *employability* is a life-long life-wide journey (process) with *employment* destinations (outcome) on the way

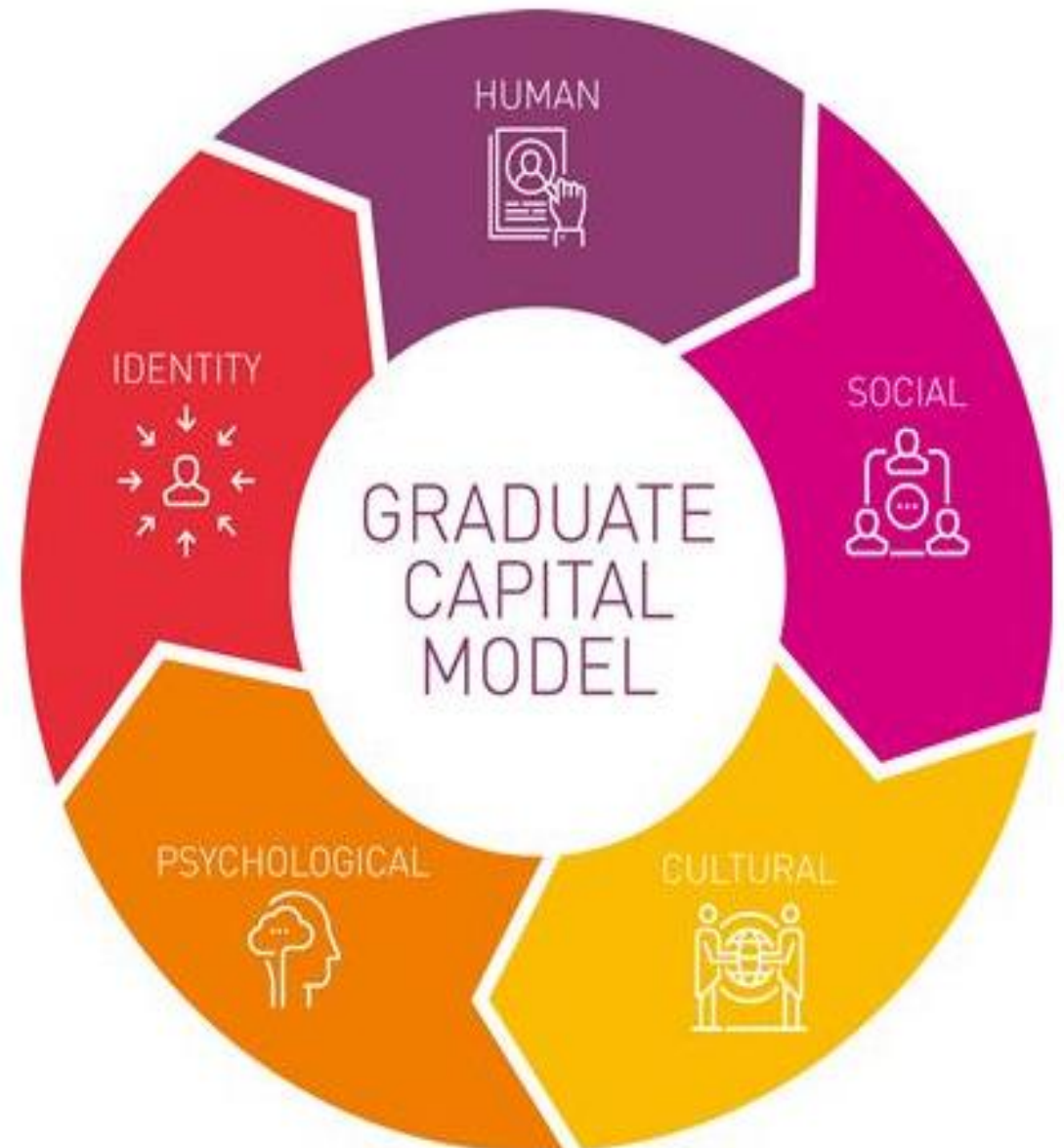
(Taylor, 2016;2023)

Graduate Capital Model

Tomlinson's *Graduate Capital Model* (Tomlinson, 2017) presents five capitals that impact on employability.

1. Human
2. Social
3. Cultural
4. Identity
5. Psychological

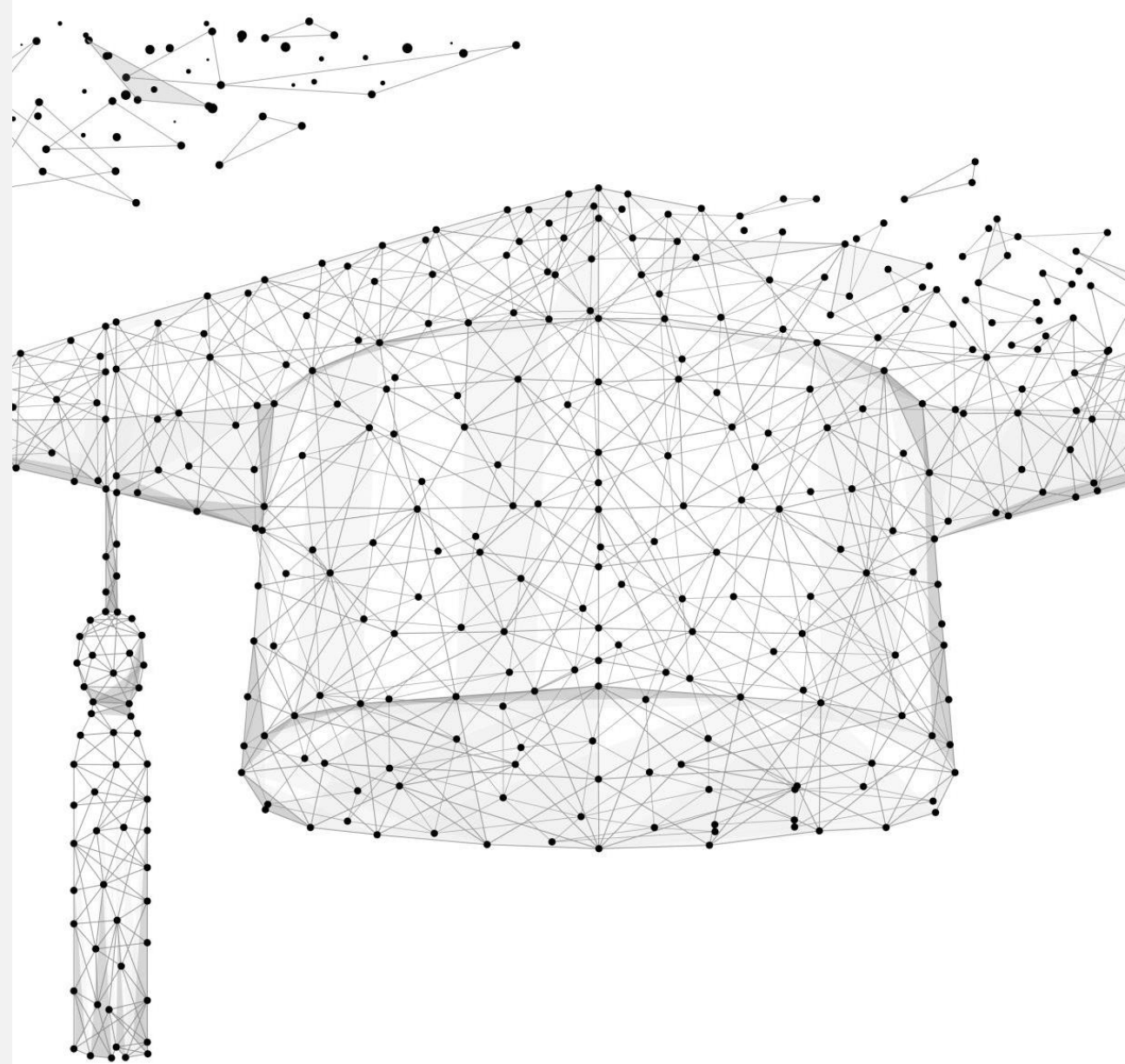
(Please note the information for this presentation and image is taken from [Graduate Capital Model | Careers, Employability and Student Enterprise | University of Southampton](#))



Human Capital

Graduate level knowledge and skills and confident to access the labour market.

- Able to apply transferable skills and knowledge
- Ability and understanding to identify job opportunities
- Able to realise job opportunities
- Competent with the job application process



Social Capital

Identifying and accessing employment opportunities through development of networks.

- Aware of changing work landscapes
- Knowledge of key individuals within the area
- Make and take opportunities
- Build networks within their chosen area
- Develop online networks and profile
- Be bold to promote themselves within their networks



Cultural Capital

Cultural awareness within the sector and organisations and how they would fit within this.

- How they would add value through extra-curricular activities they have undertaken
- Use a range of mediums to present themselves
- Develop knowledge and understanding of different cultures within their area
- Demonstrate an appreciation of different cultures



Psychological Capital

Flexibility and ability to cope with work challenges.

- Able to manage and plan around uncertainty within the workplace
 - Able to adapt and absorb any setbacks or changes
- Develop their own strategies that work for them to manage workplace stress and challenges
- Have alternative routes for their career as contingencies



Identity Capital

Understanding themselves and what they can bring to the job market and what they may want to achieve through their career.

- Able to articulate and evidence skills, attributes and experiences but also aware of any gaps that need to be filled
- Consider what is important to them values and motivation wise
- Evidence their strengths but also areas for improvement
- Use placements and other work experiences to ascertain what is important to them
- Use their knowledge and understanding of themselves to establish jobs and careers that will fit their profile
- Reflect and evidence their progress



Individual ownership and agency

Metacognitive approach to employability - students need to understand their thinking and learning processes.

- Basic literacy (skills and knowledge);
- Rhetorical literacy (problem solving, goal achievement);
- Personal and critical literacy (theory into practice, self-awareness and efficacy);
- Emotional literacy (feelings of self and others);
- Occupational literacy (career awareness and paths);
- Ethical, cultural and social literacy (individual responsibility, behaviours, beliefs and values, global citizenship).

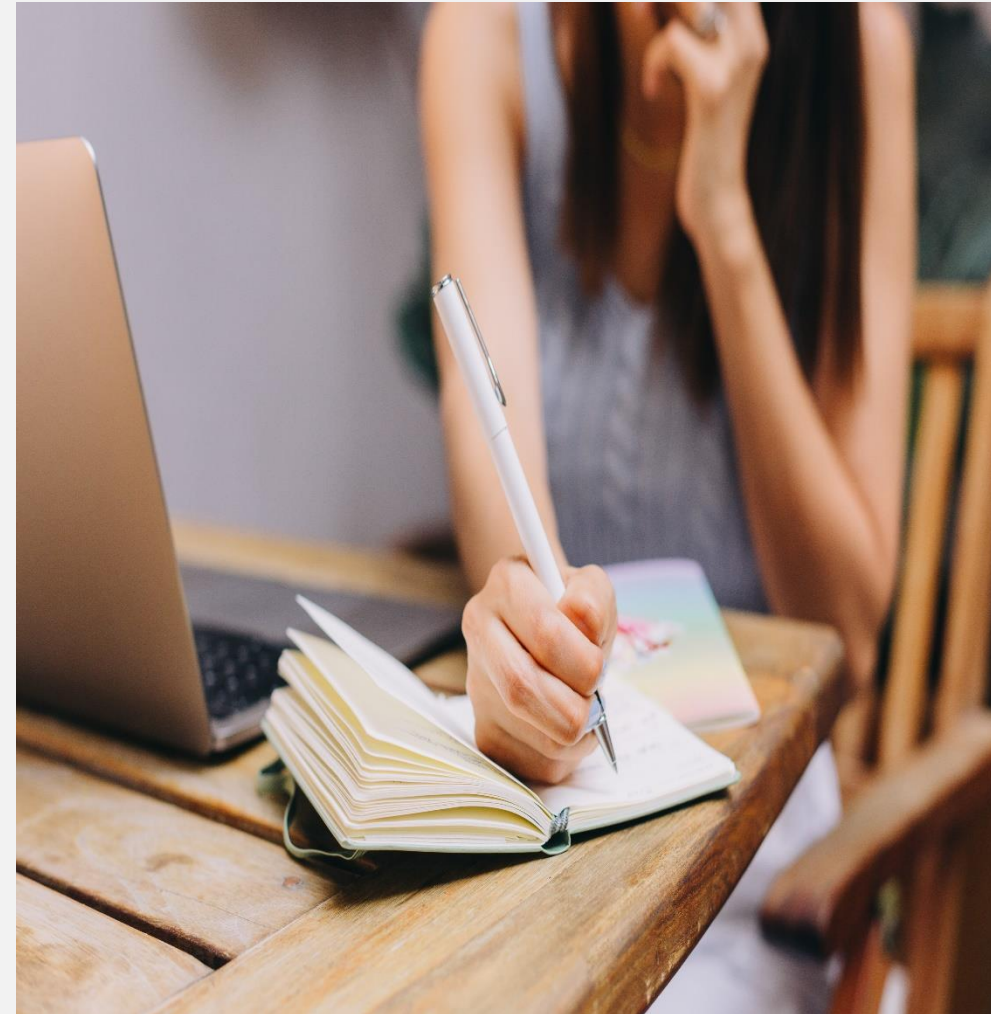
Bennett (2017, 2018)

Pham and Soltani (2021) build on Tomlinson's capital model (2017) to include agentic capital.



Reflection and action planning

- Reflection aids individuals to gain a self-identity, agency and ownership of their employability Bennett (2017, 2018).
- Supports metacognition.
- What? So what? Now what? (Borton, 1970).
- Action planning - a crucial looking forward aspect of reflection.
- Links with professional requirements - portfolios – evidence of employability – confidence in articulation.



Curricular and extra-curricular opportunities

- Curricular and extracurricular experiences support development of capitals (Tomlinson, 2017).
- Students can process and internalise experiences to develop and shape their individual identity and aspirations (Holmes, 2013).



Employability Strategy

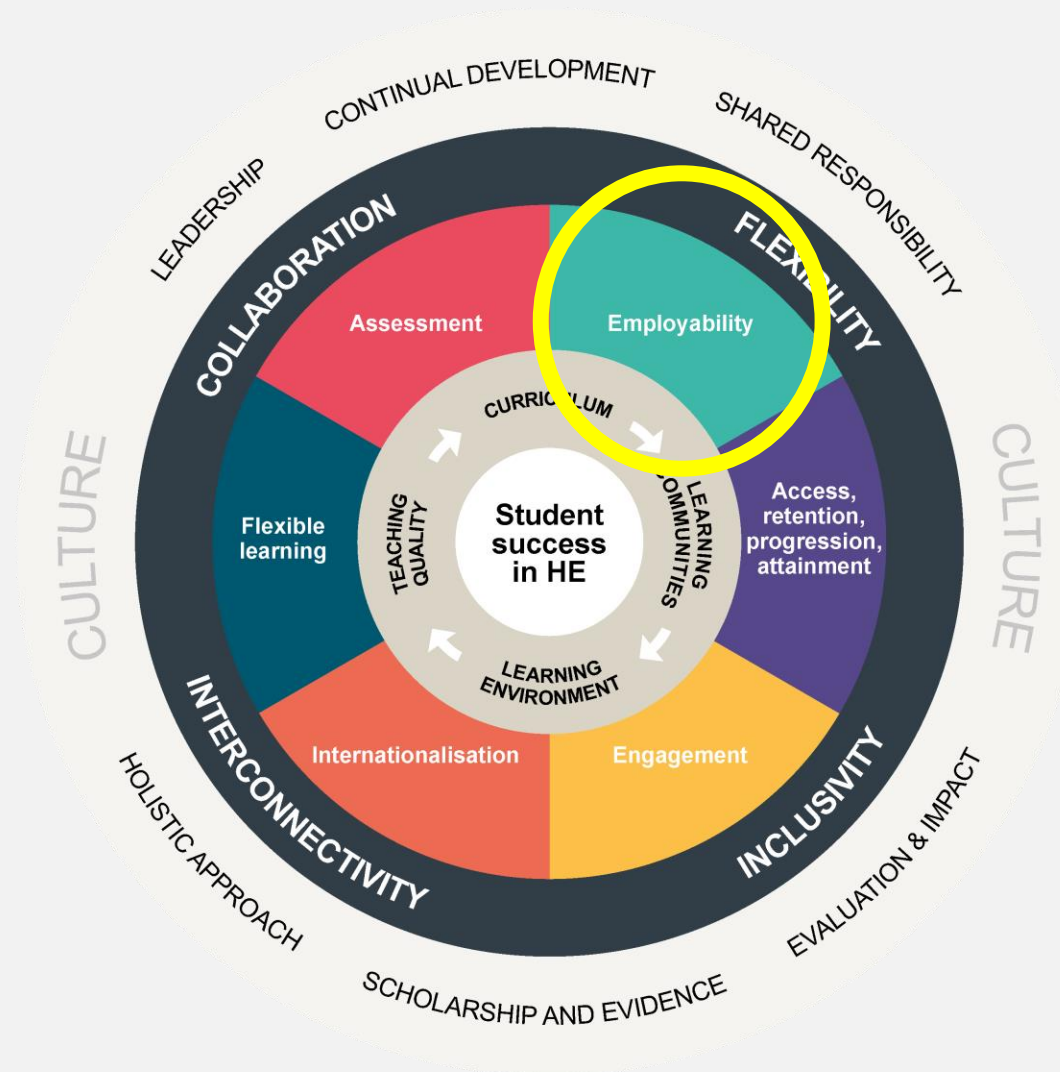
Transformational, creative and innovative,
inclusive, ambitious, collaborative.

- Embed across all curricula
- Strengthen connections with alumni and employers
- Part of every student experience
- Meet diversity within student cohort
- Emerging, future thinking and institutional in approach.

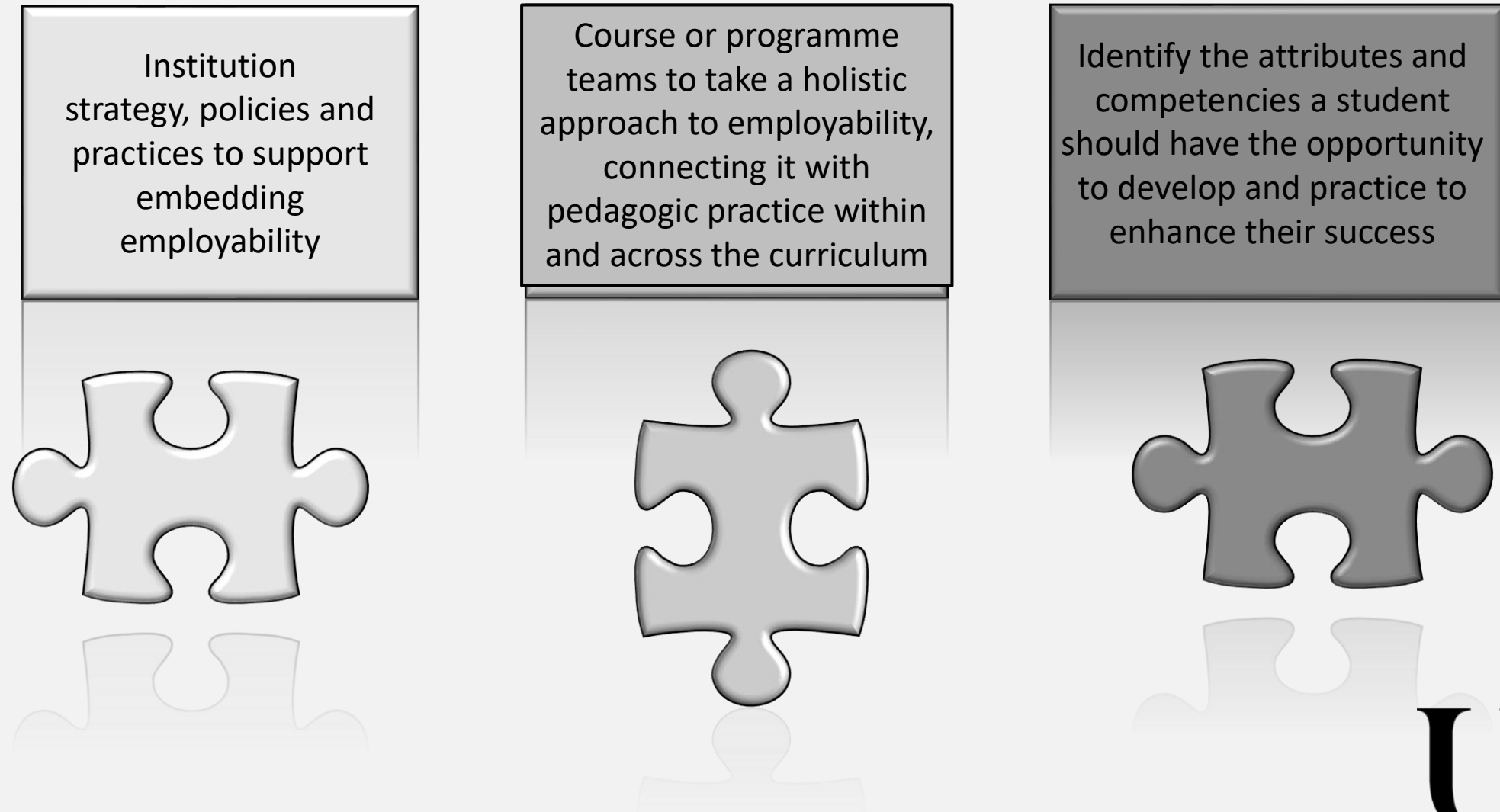


Aberystwyth University
Employability Strategy
2024-2029

Enhancing student success – Advance HE



Embedding employability in the curriculum - strategy



Extracurricular employability

“Extracurricular activities are crucial if you want to boost your graduate career prospects”
(Lewis, 2024)

Quotes below taken from Lewis (2024)

“What I look for most in graduate candidates is if they’ve done something other than their degree course such as volunteering or being involved with their university sports club” Rod Flavell, a founder and the chief executive officer of FDM Group.

“The extracurriculars on a CV can tell you a lot about a candidate” Ian Yeulett, global head of enterprise sales at Bloomberg L.P.

“I’d rather take through to interview a candidate who has a 2.2 but has been involved with student societies and had a part-time job than a candidate who has a first but has done nothing but study” Emma Simpson, early careers talent partner at ISG.

- Activities can show personality more to employers
- Opportunity to develop some of the missing employability “resources”

Extracurricular activities (information taken from Ghoshal, 2021)

Examples

- Societies
- Sports
- Mentoring Schemes
- Fund Raising
- Enterprise
- Leadership Awards
- Committee Positions
- Representation
- Volunteering
- Exhibitions
- Buddy Schemes
- Community Projects
- Student Ambassadors
- Show/Performances

Benefits

- Expand social networks
- Meet a diverse group of people
- Improve communication skills
- Develop teamwork skills
- Boost self-esteem
- Help with conflict resolution
- Heighten emotional intelligence



Employability and placements

- Employability (process) is an individual's life-wide and life-long journey with employment destinations (outcomes) on the way (Taylor, 2023).
- Employability has evolved to become more focussed on a **capitals-based approach**, facilitating **individual agency** and preparing students better and building self-efficacy for the transition into the workplace and throughout their career journeys (Tomlinson and Jackson, 2021).
- Placements are the most common employability activity (The Association of Graduate Careers Advisory Services and Shortlist Me, 2022).

Placements

- Is increasingly theorised to support learning for students when well designed and supported – with evidence-based pedagogies underpinning the learning process (Lester and Costley, 2010).
- Traditional lengthy placements within industry can be burdensome for students (Hayes and Cejnar, 2020).
- Travel and accommodation costs can limit accessibility for all students (Thompson and Brewster, 2022).
- Online provision of placements removes some of the barriers, with a more flexible and accessible approach of delivery in many cases (Gamage, 2021; Sophonhiranrak, 2021).
- Use of existing systems so all students have access to the learning (Crompton and Traxler, 2018; Sophonhiranrak, 2021).

The online/remote working context

- 70+% of graduates still work from home one or two days a week (Institute of Student Employers, 2023).
- “55% of Gen Z graduates of Class 2023 prefer remote or hybrid work” (Kashyap, 2023).
- Early Career Survey of approximately 5000 students and graduates - 51% working remotely or hybrid (Prospects Luminate, 2023).
- A different set of skills and can be challenging (Hughes and Thambar, 2023).

A sustainable online placement model

- The Peer Enhanced e-Placement (PEEP) was initially created as an emergency response (Taylor and Salmon, 2021).
- Built around placement learning outcomes “anchors”, delivered entirely online, harnessing robust evidence-based online (Salmon, 2011) and peer-learning pedagogy (Tai et al., 2021; Topping et al., 2017).
- The PEEP was a catalyst for reimagination of placement provision - offering sustainability as a placement model (Taylor, 2023).
- Formal evaluations of the PEEP demonstrate that students develop team working, communication and in depth critical reasoning employability resources as well as experience and confidence of online/remote working within the placement/workplace context.
- Recognised by professional and statutory bodies (Council of Deans of Health, 2022) Erasmus+ research project (Erasmus+, 2023) and recommended within recent Higher Education Commission Policy Connect report (Policy Connect, 2024).

PEEP core components

- Professional standards and specific placement learning outcomes “anchors”
- PEEP pedagogical principles and timetable design
- Online placement environment using VLE/LMS/other technology platforms

Scaling up the PEEP – 2020 - present

- An online synchronous PEEP acquisition experience workshop was created and piloted and is delivered by Professor Lisa Taylor and Professor Gilly Salmon.
- The online synchronous workshop and associated learning aimed/s to enable PEEP placement teams (including higher education academics, clinicians, and service users) to work collaboratively in the design and delivery of their own PEEPs.
- The objectives of the PEEP acquisition experience was to maximise the team's understanding of the robust pedagogical principles and transferability of the PEEP, and to support contextualisation and application of those principles for their own individual team's local and profession specific needs.

Examples of evaluated PEEPs across professions

- An Occupational Therapy PEEP for 100 students in the Northeast of England received 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 PEEP delivered by an NHS Trust in Yorkshire with positive evaluation. Subsequent joint PEEP was completed with orthoptists in Scotland.
- A physiotherapy PEEP evaluation in Scotland - strengths included 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. Demonstrates that the PEEP was effective to provide physiotherapy students with an initial experience of practice-based learning (Stears et al., 2022).

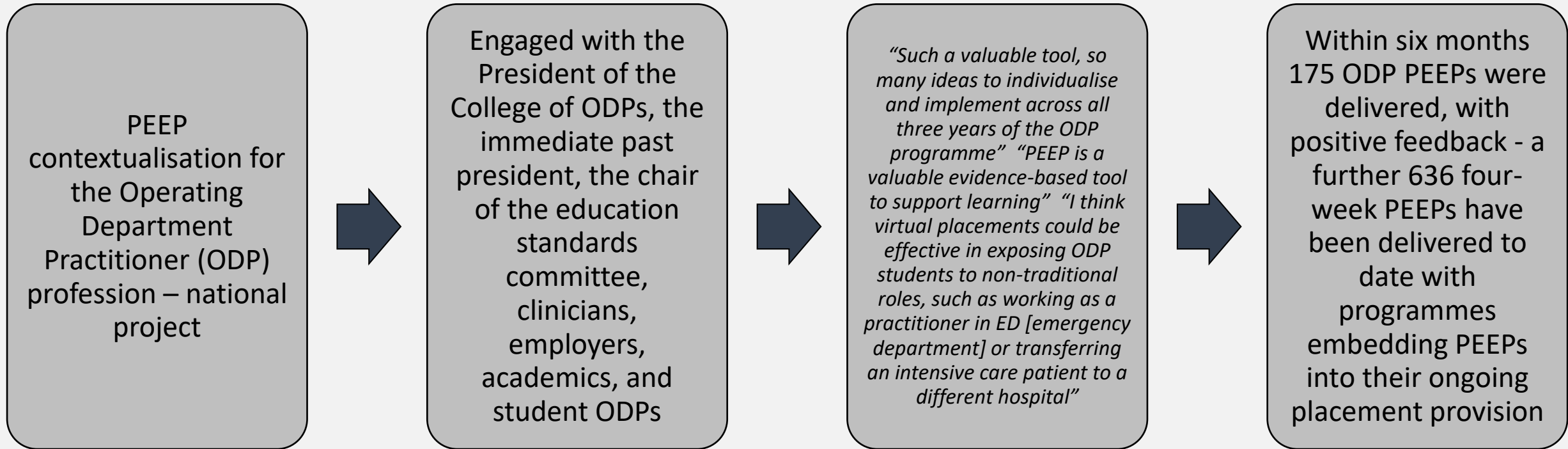
Evaluated nursing PEEP projects

(shortlisted for three Student Nursing Times Awards 2024)

- Buckinghamshire New University in partnership with Professors Gilly Salmon and Lisa Taylor and partner NHS Trusts to develop the first PEEP for mental health pre-registration nursing students in 2021. The success of this project led to the development of the Northwest and Southwest London PEEP project funded by NHS England. This project involved the roll out of PEEP across 5 universities and 3 mental health practice learning providers. Positive evaluations and plans for expansion and further evaluation.
- Kingston University London – a PEEP pilot Hospice E Learning Placement (HELP) Child and Young Person PEEP. A PEEP designed and delivered for children’s student nurses and learning disability student nurses to work in collaboration across fields. First cross-field nursing PEEP. Positive evaluation and plans for increased students in 2025 then will be compulsory for children’s nursing and learning disability nursing students from then onwards.

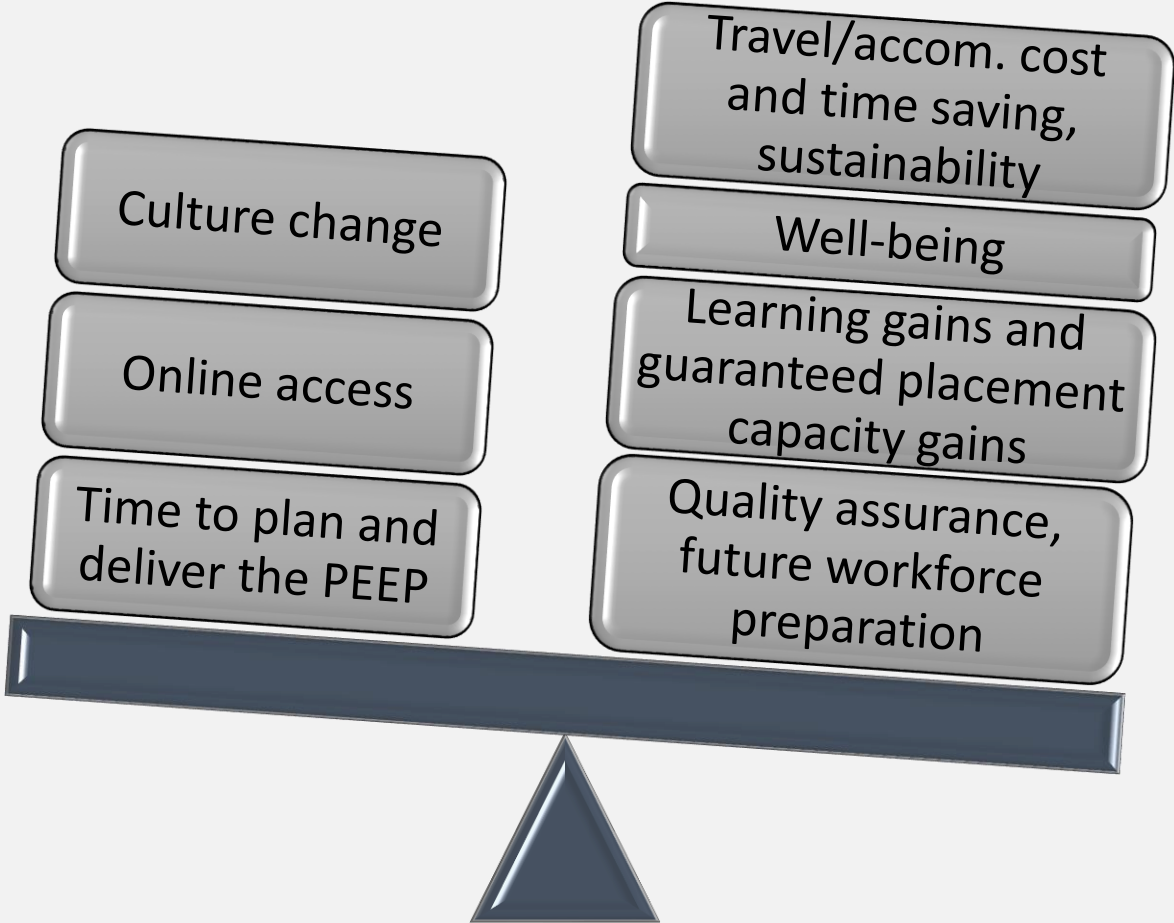


Operating Department Practitioners nationally



Challenges

Benefits



Reach and impact of the PEEP



Over 80 placement teams over 20 professions/fields.



Over 2000 students formally recorded completed PEEPs to date.



Research completed on the synchronous online PEEP acquisition experience and completed PEEPs.



PEEP examples across occupational therapy, diagnostic radiography, orthoptists, speech and language therapy, nursing, physiotherapy, operating department practitioners and dietetics.



Positively evaluated across many health and social care professions, offering a quality, sustainable, collaborative, evidence-based, authentic placement option.



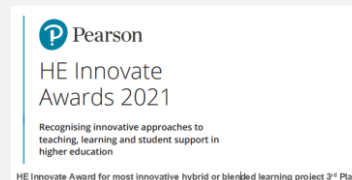
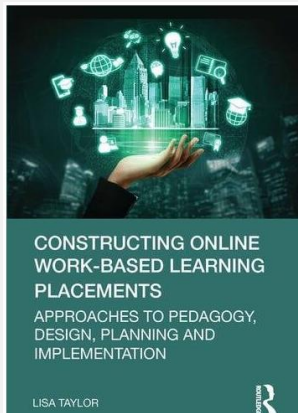
Multiple conference presentations, publications and awards.



Publication of a book
<https://www.routledge.com/Constructing-Online-Work-Based-Learning-Placements-Approaches-to-Pedagogy/Taylor/p/book/9781032326207>



NHS England contract to translate existing PEEP acquisition experience into an asynchronous online on demand e-learning for healthcare programme.



PEEP summary

Sustainable mitigation against further disruption & placement capacity challenges

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

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

Flexible model for local adaption and adoption for local need with a breadth of bespoke learning opportunities

Conclusions and application to your employability strategy

Transformational, creative and innovative, inclusive, ambitious, collaborative

- ✓ Embed across all curricula
- ✓ Strengthen connections with alumni and employers
- ✓ Part of every student experience
- ✓ Meet diversity within student cohort
- ✓ Emerging, future thinking and institutional in approach



Aberystwyth University
Employability Strategy
2024-2029

References/Bibliography

- Abelha, M, Fernandes, S, Mesquita, D, Seabra, F, and Ferreira-Oliveira, A. (2020) Graduate employability and competence development in higher education—A systematic literature review using PRISMA. *Sustainability*, 12(15), 5900. <https://doi.org/10.3390/su12155900>
- Bale, R and Seabrook, M (2021) Introduction to University Teaching Sage
- Bennett, D (2017) Metacognition as a graduate attribute: Employability through the lens of self and career literacy. In Huda, N., Inglis, D., Tse, N., & Town, G. (Eds.), Proceedings of the 28th Annual Conference of the Australasian Association for Engineering Education (214-221). Sydney, December 10-13
- Bennett, D (2018) *Embedding employABILITY thinking across Australian higher education*. Submitted July, 2018. Canberra: Australian Government Department of Education and Dawn Bennett 54 Training. Retrieved from <https://altf.org/wp-content/uploads/2017/06/Developing-EmployABILITY-draft-fellowship-report-1.pdf>
- Borton, T. (1970). Reach Touch and Teach, London: Hutchinson cited in Jasper, M. (2003) Beginning Reflective Practice, Cheltenham: Nelson Thornes.
- Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101, DOI: [10.1191/1478088706qp063oa](https://doi.org/10.1191/1478088706qp063oa)
- Carr, R, Abu-Saif, H, Boucher, R, Douglas, K (2018) Peer-learning to employable: learnings from an evaluation of PASS attendee and facilitator perceptions of employability at Western Sydney University. *Journal of Peer Learning* 11 pp 41-64
- Chou, C, Johnston, C, Singh, B, Garber, J, Kaplan, E, Lee, K, Teherani, A (2011) A “safe space” for learning and reflection: One school’s design for continuity with a peer group across clinical clerkships. *Academic medicine* December 2011 86(12) pp1560-1565
- Crisp, G, Higgs, J, Letts, W (2019) Education for Employability (Volume 2) Pages 3-12 Brill https://doi.org/10.1163/9789004418707_001
- Dacre Pool, L Sewell, P (2007), "The key to employability: developing a practical model of graduate employability", *Education and Training* 49(4) 277-289
- Dacre-Pool, L (2020) Revisiting the CareerEDGE model of graduate employability *Journal of the National Institute for Career Education and Counselling* 44 (1) 51-56 April 2020
- Dawson, P, Henderson, M, Mahoney, P, Phillips, M, Ryan, T, Boud, D, Molloy, E. (2019) . What Makes for Effective Feedback: Staff and Student Perspectives. *Assessment & Evaluation in Higher Education* 44 (1):25–36. doi: 10.1080/02602938.2018.1467877.
- Egan, R, David, C, Williams, J (2021) An Off-Site Supervision Model of Field Education Practice: Innovating While Remaining Rigorous in a Shifting Field Education Context, *Australian Social Work*, DOI: [10.1080/0312407X.2021.1898004](https://doi.org/10.1080/0312407X.2021.1898004)
- Ghoshal, P. (2021). *Why are Extracurricular Activities Important to Employers* FDM 23 November 2021 <https://www.fdmgroup.com/blog/extracurricular-activities-important-employment-show-off/#:~:text=Extra%2Dcurricular%20activities%20can%20help,interpersonal%20and%20time%20management%20skills.>
- Griffiths, M and Tann, S (1992) Using reflective practice to link personal and public theories *Journal of Education for Teaching* 18(1) 69-84
- Hillage, J, Pollard, E (1998) Employability: developing a framework for policy analysis *Research Report RR85 Department of Education and Employment November 1998*
- Holmes, L. (2013). Competing Perspectives on Graduate Employability: Possession, Position or Process? *Studies in Higher Education* 38 (4): 538–554. doi:10.1080/03075079.2011.587140.
- Kettle, M (2015) Achieving effective supervision *Insight* 30. IRISS, www.iriss.org.uk <https://www.iriss.org.uk/resources/insights/achieving-effective-supervision>
- Law B., Watts A.G. (2003). The Dots Analysis: Original Version [online]. Hihohiho. [Date viewed 20/04/2020]. Available from: <https://www.hihohiho.com/memory/cafdots.pdf>
- Lewis, A .(2024). *Why extracurricular activities will help you get hired* Target Jobs 30 January 2024 <https://targetjobs.co.uk/careers-advice/university-life/why-extracurricular-activities-will-help-you-get-hired>
- Lidster, J and Wakefield, S (2022) Student Practice Supervision & Assessment Learning Matters 2nd Edition A SAGE Publishing Company
- Henderson, M, Ryan, T, Phillips, M. (2019) The challenges of feedback in higher education, *Assessment & Evaluation in Higher Education*, 44:8, 1237-1252, DOI: [10.1080/02602938.2019.1599815](https://doi.org/10.1080/02602938.2019.1599815)
- McPake, M (2019) Radiographers’ and students’ experiences of undergraduate radiotherapy practice placement in the United Kingdom. *Radiography* 25(3) pp220-226 August 2019
- Meyer, F, Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 49(3), 373–388. doi:10.1007/s10734-004-6779-5
- Morris, L, (2016). Experiential Learning for all. *Innovative Higher Education*, 41, 103– 104.
- Morris, R, Peery, T, Wardle, L, (2021) Formative assessment and feedback for learning in higher education: A systematic review 9(3) October 2021 <https://doi.org/10.1002/rev3.3292>
- Orr, P, Forsyth, L, Caballero, C, Rosenberg, C, Walker, A (2023) A systematic review of Australian higher education students’ and graduates’ work readiness, *Higher Education Research & Development*, DOI: [10.1080/07294360.2023.2192465](https://doi.org/10.1080/07294360.2023.2192465)
- Payne, J, and Downes, G. (2021). The New Normal: Enhancing Practice Placements in a Virtual World. Poster presentation at the Royal College of Occupational Therapy Annual conference 2021 Poster P026
- Pham, T., and Soltani, B. (2021) *Enhancing student education transitions and employability – From theory to practice*. London:Routledge.
- Pitt, E, Quinlan, K (2022) Impacts of Higher Education Assessment and Feedback Policy and Practice on Students: A Review of the Literature 2016-2021 *Advance HE*

References/Bibliography continued

- Pitt, E, Quinlan, K (2022) Impacts of Higher Education Assessment and Feedback Policy and Practice on Students: A Review of the Literature 2016-2021 Advance HE
- Pratiwi, M (2019) Student tutoring, facilitator and explaining models: A problem solving metacognition towards learning achievement of informatics students. *Journal of Educational Sciences* 3(2) pp145-254
- Quilter, S. M., and J. K. Gallini. 2000. "Teachers' Assessment Literacy and Attitudes." *The Teacher Educator* 36 (2): 115–131. doi:10.1080/08878730009555257.
- Ravanipour, M, Bahreini, M, Ravanipour, M (2015) Exploring nursing students' experience of peer learning in clinical practice. *Journal of Education and Health Promotion* 2015 4(46)
- Richards, L. (2005). *Handling Qualitative Data: A Practical Guide*. Sage Publications, London, 2005. ISBN 0-7619-4259-9
- Salmon, G. (2011). *E-moderating: The key to teaching and learning online* (3rd ed.). New York: Routledge
- Salmon, G. (2019). May the forth be with your: creating education 4:0 *Journal of Learning for Development* 6 (2) Issue 2 p 95-115
- Savin-Baden, M Gourlay, L, Tombs, C, Steils, N, Tombs, G Mawer, M (2010) Situating pedagogies, positions and practices in immersive virtual worlds. *Journal of Educational Research* 52(2) pp123-133.
- Stears, A, Thomas, J, Lane, J, Salisbury, L, Rhodes, J, Ackerman, L, Baer, G. (2022). The evaluation of a Peer Enhanced eLearning Placement (PEEP) in Physiotherapy (pre-registration) education, *Physiotherapy* 022 (114) Supplement 1 E18 February 01, 2022 <https://doi.org/10.1016/j.physio.2021.12.262>
- Stek, K. (2022). Personality Development in Higher Education in the Era of Industry 4.0: Comparing educational practices and philosophies in Industry 1.0 and Industry 4.0. Manuscript submitted for publication. In *Smart Industry - Better Management* (Advanced Series in Management). Emerald Publishing Group.
- Syzdykova, Z., Koblandin, K., Mikhaylova, N. & Akinina, O. (2021). Assessment of E-Portfolio in Higher Education. *International Journal of Emerging Technologies in Learning (IJET)*, 16(2), 120-134. Kassel, Germany: International Journal of Emerging Technology in Learning <https://doi.org/10.3991/ijet.v16i02.18819>
- Tai, J, Molloy, E, Haines, T (2016) Same-level peer-assisted learning in medical clinical placements: a narrative systematic review. *Medical Education in Review* 50(4) pp469-484
- Tai, J, Ajjawi, R, Boud, D, Dawson, P, Panadero, E. (2017). Developing Evaluative Judgement: Enabling Students to Make Decisions about the Quality of Work. *Higher Education*. doi:10.1007/s10734-017-0220-3.
- Tai, J, Sevenheuyzen, S (2018) "The role of peers in developing evaluative judgement" In Boud, D, Ajjawi, R, Dawson, P, Tai, J (ed) *Developing evaluative judgement in higher education: Assessment for knowing and producing quality work*. Routledge, London England pp156-165
- Tai, J, Penman, M, Chou, C, Teherani, A (2021) "Learning with and from peers in clinical education" In Nestel, D, Reedy, G, McKenna, L, Gough, S (Eds) *Clinical Education for the Health Professions*. Springer, Singapore.
- Taylor, L (2016) *How to develop your healthcare career – a guide to employability and professional development* Wiley Blackwell
- Taylor, L. (2020) An Employability Roadmap for Placements. Health Education England <https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/employability-roadmap-placements>
- Taylor, L (2022) Doing, being and becoming – the synergetic relationship of occupational therapy principles and employability *British Journal of Occupational Therapy* 2022, 85 (1) 3-4 <https://doi.org/10.1177%2F03080226211062489>
- Taylor, L. (2023). *Constructing Online Work-Based Learning Placements: Approaches to Pedagogy, Design, Planning and Implementation*. Routledge
- Taylor and Salmon (2021) *Enhancing Peer Learning through Online Placements for Health and Social Care Professions* *International Journal of Practice-based learning in Health and Social Care* 9(2); 1-10 DOI <https://doi.org/10.18552/ijpblhsc.v9i2.723>
- Tibby and Norton (2020) <https://www.advance-he.ac.uk/news-and-views/launch-embedding-employability-framework-guide>
- The Association of Graduate Careers Advisory Services, Shortlist Me. (2022). *The evolution and integration of careers and employability education in universities*. The Association of Graduate Careers Advisory Services, Sheffield, UK.
- Tomlinson, M. (2017). Forms of Graduate Capital and Their Relationship to Graduate Employability. *Education + Training* 59 (4): 338–352. doi:10.1108/ET-05-2016-0090.
- Tomlinson, M., and D. Jackson. (2021). Professional Identity Formation in Contemporary Higher Education Students. *Studies in Higher Education* 46 (4): 885–900. doi:10.1080/03075079.2019.1659763.
- Topping, K (2005) Trends in peer learning. *Educational Psychology* 25 pp632-645
- Topping, K, Buchs, C, Duran, D, Van Keer, H (2017) *Effective Peer Learning – From principles to practical implementation*. Taylor and Francis Group
- Tzu-Chieh, Y, Wilson, N, Primal, S, Lemanu, D, Hawken, S, Hill, A (2011) Medical students-as-teachers: a systematic review of peer-assisted learning during medical school. *Advances in Medical Education and Practice* 2011 (2) pp 157-172
- Yorke, M, Knight, P (2006) Learning and Employability - Embedding employability in the curriculum *Higher Education Academy April 2006*
- Winstone, N, Nash, R, Rowntree, J, Parker, M. (2017). It'd Be Useful but I Wouldn't Use It': Barriers to University Students' Feedback Seeking and Recipience. *Studies in Higher Education* 42 (11): 2026–2041. 1080/03075079.2015.1130032. doi:10.
- Winstone, N, Boud, D (2020) The need to disentangle assessment and feedback in higher education, *Studies in Higher Education*, DOI: [10.1080/03075079.2020.1779687](https://doi.org/10.1080/03075079.2020.1779687)
- Zha, S, Estes, M, Xu, L (2019) A meta-analysis on the effect of duration, task and training in peer-led learning. *Journal of Peer Learning* 12 (article 2) pp5-28

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=_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=uXaFM9CXTl8&t=8s>

Achieving online health placement delivery with Deborah Lewis and Martin Rhodes - Highly Specialist Orthoptists; <https://www.youtube.com/watch?v=Q052vMeb57l>

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>

Council of Deans of Health. (2022). *Pandemic powered improvements Best practice in innovative healthcare education placements created during the pandemic* Council of Deans of Health

Erasmus+ (2023) Employability in Programme Development <https://www.gla.ac.uk/research/az/epd/case%20studies/#researchoutcomes%2Ccollatedcasestudies>

Payne, J, and Downes, G. (2021). The New Normal: Enhancing Practice Placements in a Virtual World. Poster presentation at the Royal College of Occupational Therapy Annual conference 2021 Poster P026

Stears, A, Thomas, J, Lane, J, Salisbury, L, Rhodes, J, Ackerman, L, Baer, G. (2022). The evaluation of a Peer Enhanced eLearning Placement (PEEP) in Physiotherapy (pre-registration) education, *Physiotherapy* 022 (114) Supplement 1 E18 February 01 2022. <https://doi.org/10.1016/j.physio.2021.12.262>

Taylor, L. (2023). *Constructing Online Work-Based Learning Placements: Approaches to Pedagogy, Design, Planning and Implementation*. Routledge

Taylor, L and Salmon, G. (2021). *Enhancing Peer Learning through Online Placements for Health and Social Care Professions* *International Journal of Practice-based learning in Health and Social Care* 9(2); 1-10 DOI <https://doi.org/10.18552/ijpblhsc.v9i2.723>

Taylor, L. (November 2020). *Clinical placements: online options for learning during COVID-19 and beyond* *Nursing Standard* <https://rcni.com/nursing-standard/students/nursing-studies/clinical-placements-online-options-learning-during-covid-19-and-beyond-169581>

Taylor, L. (July 2020). *PEEP: a virtual alternative placement* *OT News* publication July 2020 39-41 <https://view.joomag.com/occupational-therapy-news-july-2020/0103641001594290775?short&>

Taylor, L. (May 2020). *Occupational Therapy virtual practice placement case study* *Health Education England* website <https://www.hee.nhs.uk/our-work/allied-health-professions/occupational-therapy-virtual-practice-placement>

Warren et al., (2021) <https://www.youtube.com/watch?v=u7wEZhiU0cc> and <https://www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/ahp-pre-registration-student-practice-based-learning-programme/practice-based-learning-6>



Thank you for
listening



Workshop Introduction

Application of employability theory and strategy

Build on key principles presented from the keynote presentation.

Will be moved into breakout rooms to discuss some reflective questions.

An opportunity to explore some of the concepts in more detail and work through the application of these within your own contexts.

Learn from others within your group.

Time to reflect consolidate and action plan.

What goal/s do you want to achieve from this session?	Who will help you to achieve your goal/s?	What resources will you need to achieve your goal?	What tasks do you need to undertake to achieve your goal?	What timescale do you need to apply to this goal?	How will you know you have achieved this goal?	Review your action plan to see if you need to set further goals.