

Placement recovery and reimagination – scaling up the Peer Enhanced E-Placement (PEEP) Model

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Background

Created in response to the Covid-19 placement suspensions (Taylor, 2020).

Strong pedagogy (Salmon, 2011) and rich in-depth learning alongside the improvement of placement capacity.

The PEEP acquisition experience developed to adapt and adopt a PEEP for own students (Taylor and Salmon, 2020).

63 placement teams across health and social care professions have participated.



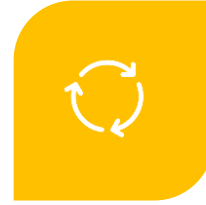
Research aims



To build the evidence base for the PEEP acquisition experience exploring key areas.



Are equivalence and authenticity demonstrated against the placement learning outcomes; are there additional emergent benefits?



What makes a difference to their adoption, what gets in the way?



How is it best to undertake adaption and adoption and meaningful delivery of PEEPs for professions and for students?



Is there wider impact from participating in a PEEP acquisition experience?

Methodology



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 emerging key themes.



Ethical approval for this project was obtained 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.

Practical useable knowledge from the PEEP acquisition experience for PEEP delivery

Peer collaboration, knowledge and practice 80%.

Scaffolding structure and pacing 76%.

Adapting PEEP to profession/context 72%.

Timetabling for viable learning and teaching 72%.



Wider impact for participants of the PEEP acquisition experiences

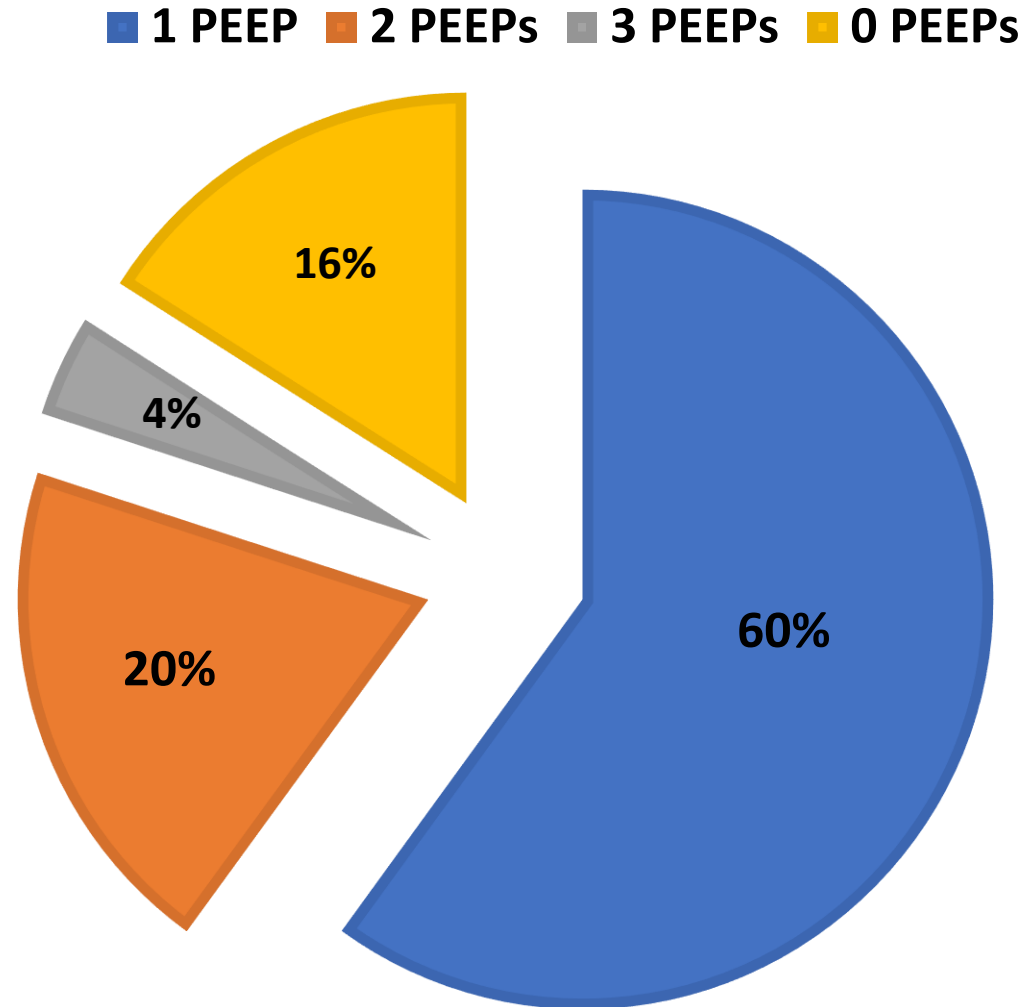
Understanding of online placements changed for 83% for participants.

Thinking and practice of the value of peer learning 78%.

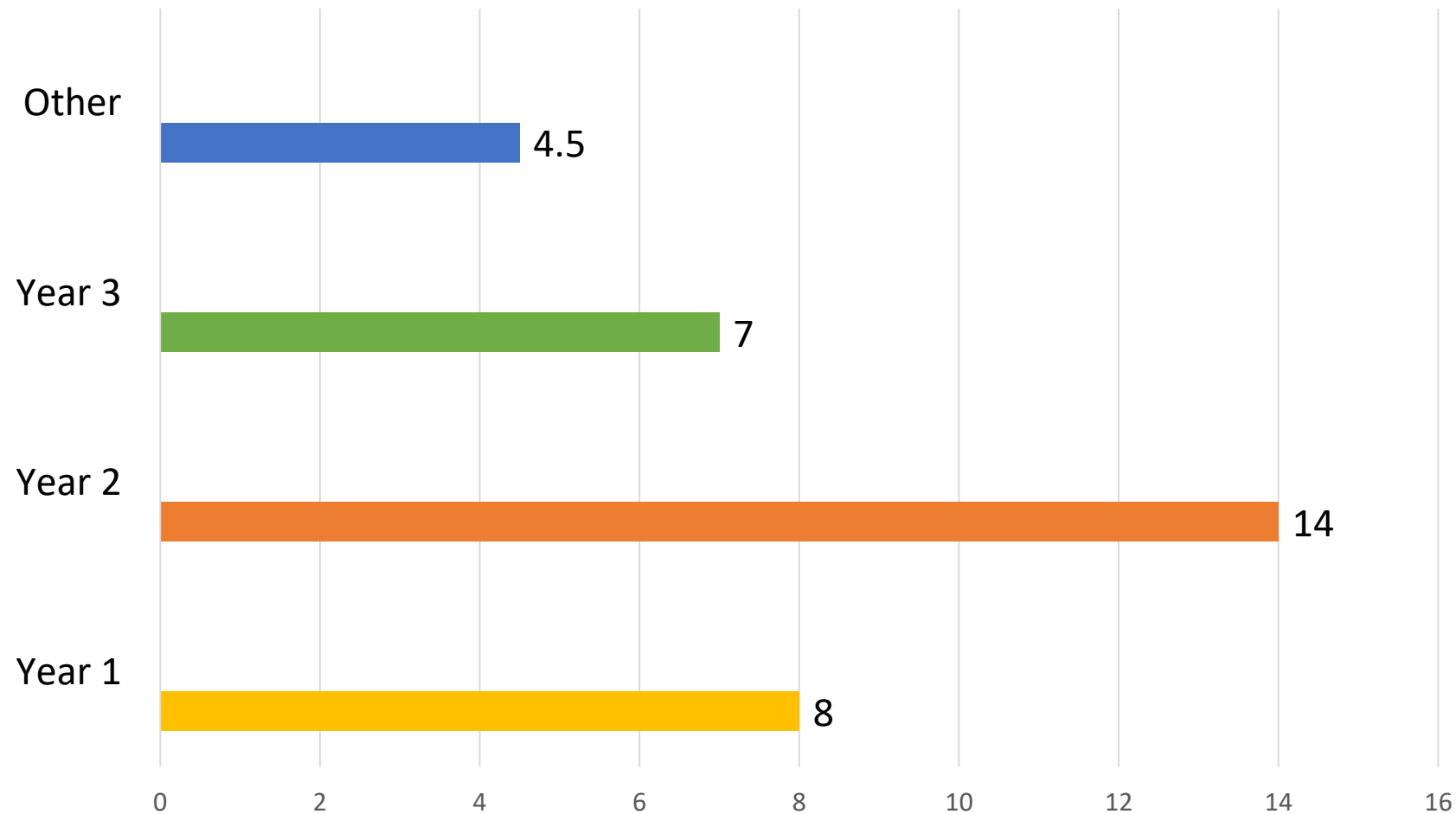
Working with others to achieve innovation 70%.



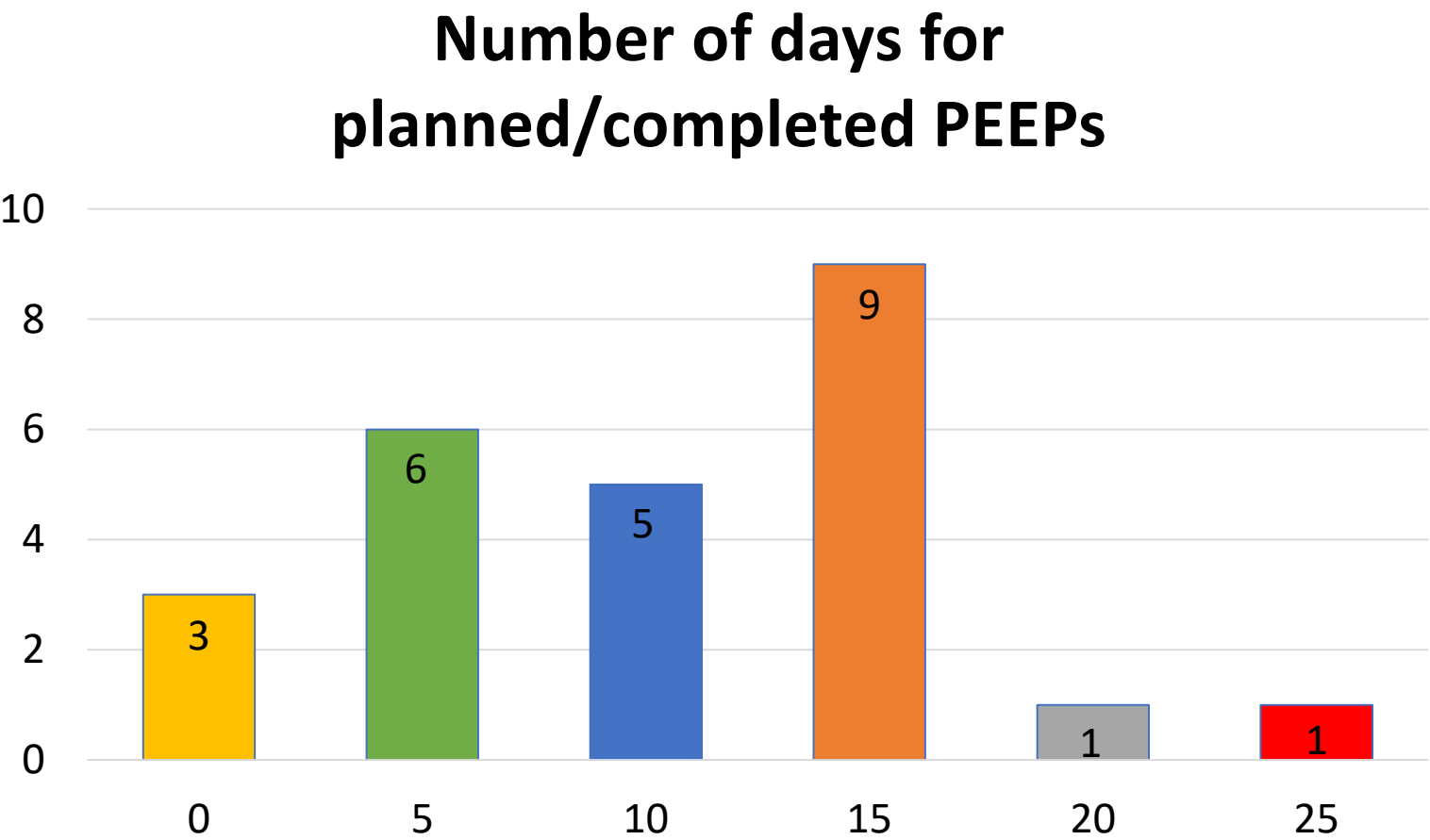
Number of planned PEEPs per programme



Year of study for PEEP planned delivery



The number of students in each cohorts who will experience the PEEP will be 0-49 (68% of respondents)



Key Findings from quantitative data

Impacted on understanding on online placements/key elements of the PEEP design.

Wider impact on thinking and value of peer learning and wider innovation.

Most participants are planning 1 PEEP per programme of study.

Planning PEEPs for 2nd year students predominantly.

Majority are planning PEEP for 15 working days.



Placement teams

Adaptability of PEEP to weave it into traditional placements.

Templates were so good..just having that as a starting point was a really good way to go.

Sustainable resource for future placements.

Valuable to have a structure to use to adapt to profession-specific learning.

A completely different way of thinking about practice-based learning.

Able to expand placement capacity in a positive way.

Opportunity of Interprofessional collaboration and collaboration between clinical practice staff and higher education institute staff.



Benefits for students

Development of professional identity.

Higher level of reflection.

Transferable skills such as online communication, note taking, etc.

Improving group work skills through peer groups.

Enhances students' digital literacy in a really meaningful way.

Challenges

Getting colleagues to understand the learning opportunities of PEEP.

A general perception that an online placement is not valuable and that students need face to face placements only.

The barriers from other colleagues that do not like change and cannot see how it will work in practice.

Several students and staff who had negative perceptions towards PEEP changed their view after the completion of the placement.

Will need to challenge the norm and change mindsets.

Ideally, the PEEP could be prepared and 'ready to go' when required...time to prepare this is the challenge.



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 case studies, extra support and buy in from team, students and practitioners is needed to deliver.

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

The design of PEEP is sustainable. Staffing is an issue which is not unique to PEEP.



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.**



THANK YOU FOR LISTENING -
ARE THERE ANY QUESTIONS?

www.e-placements.net
<https://www.educationalchemists.com/placements.html#/>

References and websites

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