

# University of Worcester Teaching Award Scheme 2017/18

## Vignettes of Practice



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Realising teaching excellence at the University of Worcester blog  
<https://rteworcester.wordpress.com/>

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## Foreword from the Editor

The University of Worcester Teaching Award Scheme (UWTAS) invites applicants from University of Worcester staff and associates to demonstrate evidence of impact of their innovative, inspiring and excellent practice to enhance student learning. The UWTAS aligns with the UK Professional Standards Framework (UKPSF).

The Scheme has seen a second very successful year with submissions from all Institutes during the two years it has been running. This year, we have seen successful submissions within each category (Teaching Award, Team Teaching Award and Leading Teaching Award). These evidenced a wide range of fascinating and outstanding practice that have led to positive impact upon student engagement, outcomes and experience. Furthermore, the claims for Leading Teaching Awards have demonstrated successful co-ordination, support, supervision and mentoring of others in relation to teaching and learning innovation and excellence.

The success of the Scheme is evident in many ways. Applications for Team Teaching Awards increased three-fold from 2016/2017 to 2017/2018, all demonstrating the excellent collaborative work which is evident across the University. Staff who achieved a Leading Teaching Award in 2016/2017 have been encouraged to work towards Senior Fellowship of HEA, thus consolidating the positive impact of the Scheme on staff professional recognition.

The Scheme has been disseminated national and internationally at:

The HEA Annual Conference, Manchester (July 2017)  
Beijing Sports University, China (May 2017).

The 2016/2017 'Vignettes of Practice' proved to be a popular means for sharing excellent practice and were celebrated at both events. These also appear on the Realising Teaching Excellence at University of Worcester blog <https://rteworcester.wordpress.com/>.

A further dissemination opportunity through a conference presentation is planned at the EDULEARN Conference, Spain (July 2018).

We look forward to building upon 2017/2018 successes into 2018/2019, the third year of the Scheme. We welcome enquiries and submissions for this next round of the Scheme.

Dr Kerry Whitehouse  
UW Teaching Award Scheme Director (and Editor)

May 2018



## Impacting student attainment and satisfaction through resource lists by Dr Luke Devine

University Tutor, Institute of Humanities



This case study identifies the impact of innovative practice vis-a-vis resource lists on learners and staff using the example of SOCG3110: *'Race,' Ethnicity and Education* (2016-17). The case study was driven by a desire to use the module's resource list to foster students' independent research and critical engagement with recommended texts and in the process to positively impact summative assessment outcomes.

Accordingly I structured the list around the module programme, with the inclusion of introductory guidance on how to navigate the resource and additional sections including 'introductory reading', 'key concepts', 'weblinks', and 'journals'. In designing the list it was vital to ensure alignment between grade descriptors, module learning objectives, formative and summative assignments, and to show the connection between the critical employment of scholarly texts and successful assessment outcomes (Devine, 2017a). I hoped this would ensure students had 'purposeful reasons' (Salmon, 2013, p. 216) to visit the list, if they were not already inspired by its size (then c. 1,160 items). Certainly, the latter helped to ensure students were 'captivated' and more likely to engage with this e-resource (Bach, Haynes, and Smith, 2007, p. 94).

The impact quickly became evident in tutorials and seminars when students demonstrated familiarity and confidence with recommended texts and in the growing number of 'page views' and 'total clicks' on the resource list, as well as in students' own recommendations for items to be included. Likewise, of 41 students, overall 71% finished with an A or B grade. Similarly, in terms of using authors recommended by the tutor (identified as 'Dr Devine's favourites' on the list), in the first assessment 38 students used the module's key author, while 37 students utilised recommended DfE data. Additional evidence of impact was found in the sheer size of some of the assignment 1 reference lists. Indeed, of 41 assignments 16 students used 20 or more sources for what was only a 1,250-word essay. Taken alongside end of module evaluation, clearly the resource list inspired students to critically engage with recommended texts. Of 39 responses, 100% of students claimed to be 'satisfied with the quality of this module', 94.9% concurred that 'learning resources ... supported my learning

well', while 97.4% agreed they had been able to 'access the learning resources'. Overall, 97.4% of students 'felt engaged with this module'.

On reflection, if it is to become '*doxa*' (Bourdieu, 2007, p. 168) that students will learn everything 'from a screen' (McClelland and Hawkins, 2006, p. 80), resource lists should meet this necessity. This case study demonstrates how innovations to the resource list impacted in a way that fostered students' autonomous learning through critical engagement with recommended texts, provided students with seamless access to a diverse range of e-resources to enable independent learning and heightened digital literacy, enhanced student-lecturer engagement and interaction, and most significantly, improved summative assessment outcomes and led to widespread student satisfaction (Devine, 2017a).

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**Going on a Goose Chase - promoting practical learning through technology  
by Terri Grant**

**Senior Lecturer, Allied Health Sciences, Institute of Health and Society**



Learning how to safely use and effectively prescribe equipment is a vital skill required by student Occupational Therapists. Like all practical skills, this takes time and repetition, which is often not available when students are on placement in the clinical setting. Without the opportunity to practice and make mistakes in this area within a safe classroom environment, students can struggle to establish appropriate situations in which they can learn about equipment.

Setting up appropriate classroom learning can be challenging - any experiential learning approach requires significant time to set up appropriately (Laurillard, 2010). Providing students with individual attention as they practice these skills is not only resource intensive, but the presence of the lecturer can discourage students from making the mistakes that are required to expand their lateral thinking and problem solving abilities. Experiential learning alone can lead students to overlook the theory base as they focus solely on the practical skills.

In order to instil the students with a sense of purpose, I used the freely available GooseChase app to create a blended-learning environment (O'Byrne and Pytash, 2015). This used aspects of problem-based learning, social learning and experiential learning to support development of the required skills around the various uses of equipment in a safe environment. Through the app, students played a game comprising 25 individual missions, each of which required photographic or video evidence in order to be awarded points. More points were ascribed to higher difficulty tasks, and a small prize was promised as an incentive. This activity meets the UKPSF (The Higher Education Academy, 2011) in terms of developing and planning learning activities, assessing and giving feedback to learners, and developing effective learning environments, and also supports the professional value of promoting participation.

Playing the game led to extremely high (and competitive) student engagement. Working in small groups allowed students to take on roles which suited their learning styles. The game was backed up with the requirement to submit a "fact file", structured to encourage students to critically evaluate the available equipment, and to use professional reasoning to justify equipment prescription based upon both need and Occupational Therapy theory. These were reviewed along with the photographs and points adjusted accordingly.

An unexpected benefit was that the photographic evidence enabled identification and correction of hitherto unnoticed errors. This innovative and engaging activity will enable students to enter practice with critical confidence that no matter what their placement learning experiences, they have the knowledge to safely and effectively analyse and prescribe equipment.

As a new career academic, trying this new technology has enabled me to effectively blend my 20 year clinical career with my new teaching career whilst maintaining a clear grasp on the pedagogic needs of a wide range of adult learners within the class. This in turn promotes confidence and competence that is grounded in theory and yet encourages and facilitates creativity. It is easily replicable between cohorts without losing its impact.

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## **Using real world audits to develop business management students' sustainability knowledge skills and values**

**by Dr Kay Emblen-Perry, Senior Lecturer, Worcester Business School**



In spite of the growth in specialist modules and integration of sustainability content into some modules, Business Management curricula have not adequately prepared students to deal with sustainability issues in the workplace (Waddock, 2007; Govender, 2016). It is now widely accepted that Education for Sustainability (EfS) has fallen behind the internal and external sustainability interests of businesses and change agents (Lonzano et al., 2013; Environmental

Audit Committee, 2017); Laurinkari and Tarvainen, 2017). In response, I have designed and implemented an innovative approach to business sustainability learning, teaching and assessment for Business Management Students: Audit-based Learning (ABL).

ABL for EfS is learning achieved through preparing and undertaking a sustainability audit (a methodical examination of an organisation's procedures and practices that determine or influence environmental, social or economic impacts) and reflecting on its outcomes. This hands-on learning provides students with a distinctive, experiential perspective in which they may engage in deeper learning as they are actively involved in the learning task rather than being passive recipients of information (Armier, Shepherd and Skrabut, 2016).

My Level 6 business sustainability module engages students in the completion of a modified Global Reporting Initiative (GRI) sustainability audit of a simulated real world company, presented as a bespoke online mixed media case study. Students act as Sustainability Consultants to perform the audit using the GRI process adopted by more than 1000 companies worldwide. Students then reflect upon their audit findings to design a sustainability management strategy. Together these form the module assignment and focus of in-class activities.

To provide innovative support and guidance I arrange creative in-class activities including 'Meet the Manager' sessions in which students hold audit meetings with managers of the case study company, role played by external sustainability practitioners. This allows them to test their audit findings and practice softer employment skills required for the 21st century workplace such as collaboration, critical thinking and communication (Buck Institute for Education, 2017) in the safe environment of the classroom.

My Level 6 module is operated as a Living Lab in which students participate in research into effective means and methods for EfS. This co-created research, which I have disseminated through international conferences and publications, suggests ABL can benefit students' learning outcomes, engagement and module experiences. Research findings suggest ABL has delivered:

- interactive, experiential learning
- active, real-world learning, teaching and assessment methodology for EfS
- sustainability knowledge, skills and values
- tools to challenge thinking and behaviours of individuals and organisations.

My innovative learning, teaching and assessment approach to business sustainability delivers the hopes and demands of the three key factors in the complex, massified and marketised environment of HE (Lynch, 2006) and EfS: students, educators and employers. Students' grades have improved and employment skills have been enhanced through ABL's participatory user interactions advocated by Conole and Alevizou (2010) and Abdel Meguid and Collins (2017); student engagement, sustainability literacy and values for advocacy, that

educators hope for have improved; students have become employment-ready and have graduated with the appropriate sustainability knowledge and employment skills that employers demand.

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**Consideration of Preferred Learning Styles in the Module PSYC3646  
(Forensic Psychology in Practice)**

**by Dr Gill Harrop, Lecturer in Forensic Psychology, Institute of Health and Society  
and Dr Dean Wilkinson, Senior Lecturer, Institute of Health and Society**

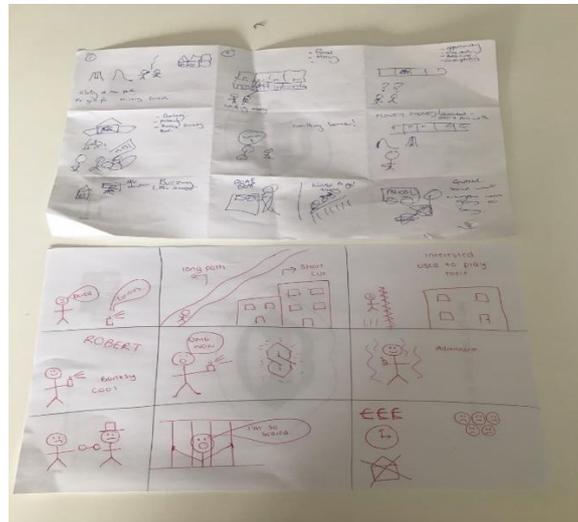


Dunn et al. (1995) found that matching students' learning-style preferences to teaching strategies is beneficial to academic achievement, while Yassin and Almasri (2015) suggested that failing to consider students' differing preferred learning styles can lead to students disengaging and feeling confused. In an effort to address this issue, learning preferences within PSYC3646 (Forensic Psychology in Practice) were considered within the context of Jahiel's VAK model (2008), which identifies visual, auditory and kinaesthetic learning preferences. This model was selected due to positive reviews within the pedagogical literature around the benefits of using VAK within an education setting (Willis, 2017; Fleming and Baume, 2006) and its wide use within schools, universities and teacher training institutions in England and Wales (Sharp, Bowker and Byrne, 2008).

We actively sought to accommodate different preferred learning styles across our teaching activities within this module. One example of this was a workshop on restorative justice, where the students completed individual reflection worksheets which mirrored a task that a young offender might be given within a one-to-one session. Discussion-based activities were then used to reflect on the potential uses of the worksheet in practice, followed by a didactic teaching session using a PowerPoint presentation, and analysis of an abstract from a recent publication, which the students read themselves before discussing it in small groups.

The final activity involved splitting the students into pairs and assigning one to be the 'psychologist' and one to be the 'offender'. Students were advised that the 'offender' would be reading a short case study and then describing an offence, and the 'psychologist' would be listening and drawing. This allowed them to each pick the role that they felt most suited to. The 'psychologist' was given a piece of blank A4 paper, folded into 9 squares, and the task for each pair was to produce a storyboard of the offence, drawn out by the 'psychologist'. This required the 'offender' to describe their offence (based on the case study description they had been given) to the 'psychologist', who then drew out the offence as a storyboard. The aim of the task was to help the 'offender' reflect upon the offence.

At the end of the task, the 'psychologist' in each pair described the storyboard to the class. Two examples of storyboard drawings from this activity are shown in Figure 1. The range of activities offered within this workshop (reading from academic literature, completing a questionnaire, discussion tasks, short lecture, describing a case study and drawing out the storyboard) ensured that all students had the opportunity to engage in tasks that matched their preferred learning style at some point in the workshop.



*Figure 1. Student storyboard activity*

Feedback from the workshop was very positive and students noted that the activities had helped them to remember what they had learnt, particularly the storyboard activity. Several students were still able to recount what they had learnt from this session, including their case study example from the storyboard activity, even though several weeks had passed, suggesting the range of activities had a positive impact upon student retention as well as engagement.

We continually evaluate the effectiveness of our approach through module evaluation forms, in-class focus groups and feedback from course committee. Feedback has been very positive, with the last module evaluation for PSYC3646 achieving 100% student satisfaction. The impact of our teaching also feeds into the National Student Survey results for the forensic psychology programme, and we were extremely proud to achieve 100% student satisfaction in the 2017 NSS. In addition, forensic psychology has consistently performed well at the Student Choice Awards, with a forensic psychology module being selected as the top module in our Institute for the last three years.

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### **Mind the Gap - supporting effective transition for direct entry students**

**by Dr Susanna Prankel, Senior Lecturer in Biology,  
Institute of Science and the Environment**

This case study involves a Research Excellence Framework (Education) submission from within the Institute of Science and the Environment (ISE) on access to Higher Education (HE) teaching following a number of successes. These have included grant applications, research, course development, successful course delivery, evaluation of impact and dissemination of resources, along with publication. It is linked to the QAA Enhancement Theme 'Student Transition'.

Students face challenges when embarking on HE studies at university, particularly on direct entry to level six. This investigation acknowledges the wider context in which HE operates recognising the implications for professional practice.

Having obtained grant funding I headed the project, working with a fellow colleague in ISE, Lorraine Weaver. We developed a bridging course ('enhanced induction') which aimed to help overcome barriers and ease transition (promoting participation in HE and equality of opportunity for learners). It also aimed to celebrate diverse learning communities, which can actually help individual learners to take ownership of their subject by supporting each other utilising their strengths. The course and all related resources were evolved further and made publicly accessible to other lecturers via websites and a CD-ROM. The latter were distributed

in Education and Widening Participation events regionally and nationally and received good feedback.

My main aim was to raise the awareness of barriers to successful transition to HE in lecturers and to develop teaching resources to overcome such obstacles. These aims draw heavily on the concepts of constructive alignment and transactional analysis, emphasising the use of student-centred activities for learners, and encourages the use of different learning and teaching styles. It also highlights the importance of making students aware of their learning and their role in the process. One of the most successful exercises of the course is the sharing of academic expectations, critical thinking exercises and collaboration on grading criteria.

**Impact:**

The resulting publication (Prankel and Weaver, 2012) was selected for the REF 2014 as ‘of national importance’. Since its online publication in 2016 it has been accessed 53 times on one site alone (using evidence-informed approaches and the outcomes from research, scholarship and CPD). An external examiner commented that: ‘The course is demonstratively providing an excellent opportunity for students with a non-traditional or weak academic background to find a route to success. Success parameters are student academic performance (module results, final awards and withdrawal rates) compared with that of previous cohorts. Materials from the project are still used to enhance teaching and induction. Currency is evidenced by a recent initiative at the University of Worcester which covers the same issues (see <https://rteworchester.wordpress.com/category/teaching-excellence/>), headed by Dr Sue Cuthbert.

**Reflection:**

The project allowed me to share my commitment to inspire lecturers and students alike to achieve their potential, making this pivotal process successful and enjoyable using innovative techniques. Co-ordinating teaching development involved reappraising my own practice. Most of all I wish to inspire others by sharing my enthusiasm of subject matter and the teaching process itself. Awareness augments learning and teaching.

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## Authentic learning and partnership building through module design

by Gill Renfree, Senior Lecturer in Sport Management and Sport Development,  
Institute of Sport & Exercise Science



This case study demonstrates the innovative and inspirational approaches I have taken when designing learning activities, teaching and supporting learning, and developing a positive and effective learning environment for first year Sport Business Management students in a 15-credit module. The module has been designed and planned to enhance student understanding of the subject and to apply understanding and produce work that enhances their employability skills. Through focusing on the areas of employer engagement and peer and formative assessment the module pushes students to achieve and ‘learn about learning’ and therefore enhance the students’ approaches to study and knowledge creation. Through these examples I address the core knowledge, areas of activity and Professional Values of the HEA Dimensions of Professional Practice framework (HEA 2011).

The module is split into two parts, the first focuses on understanding of concepts, literature and application within the sport industry which develop academic skills. The second half focuses on practical application of theory into an authentic real life setting which immerses the students within an environment that cultivates learning by doing and this is particularly relevant to their future employability. Offering this learning environment within a mandatory module has provided students with an opportunity to begin the process of absorbing, retaining and transferring their knowledge through working with industry (Lombardi 2007; Romenti, Invernizzi, & Biraghi 2012). Engaging local employers has enabled students to transform their learning space from one that is classroom based into a sporting experience that places the student at the centre of their learning. Due to the fast paced industry in which

Sport Business Management is situated, the ability for students to acknowledge the wider context of how their learning and knowledge operates has implications for their HE experience but also how the degree meets that challenging environment. In order to develop experience within an authentic environment and gain a better appreciation of the reality of how sport organisations promote their business, students go to a business setting and this transforms their theoretical learning into a real world application. However, the employers continue to be engaged with the module through the second assessment with their place of business providing the case study and being an integral part of the formative feedback/feed forward process. Both are central to the authentic learning experience as real-world relevance requires examination, collaboration, reflection and application of knowledge (Yorke, 2003). This facilitated reflection and also utilisation of feedback which could be implemented and fed forward into the students' summative presentations. The formative assessment session set up for the employers to engage with students has been innovative in its practice and the process has enabled external partners to provide rich and insightful feedback to students prior to summative assessments. The inclusion of employers also helped motivate students to form a professional approach which aided reflection on learning and knowledge, but also how they present themselves to the wider world. There was an enormous improvement between the formative week of presentation to the employers and the summative presentation as students had 'learnt by doing', how to present their work effectively and what key points required highlighting based upon feedback received from the employer. As a result, this module and the focus on the authentic learning experience has enhanced the experience of all parties involved.

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**Developing Student Midwives' Practice Performance: The SKIPP Initiative**  
**Institute of Health and Society**



**Teaching Team Award**

Lead Award Author:

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Becci Godwin, Senior Lecturer in Midwifery

Lucy Hope, Senior Lecturer in Midwifery

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Kate Taylor, Senior Lecturer in Midwifery

Ros Weston, Senior Lecturer in Midwifery

Contributor:

Ellie Sonmezer, Midwifery Lecturer Practitioner

The focus of this case study is to demonstrate how the Skills for Improving Practice Performance (SKIPP) initiative provides an example of the midwifery teaching team's collaborative approach to student midwife education.

SKIPP was an innovation introduced in February 2017 to complement the existing clinical skills acquisition element of the programme. SKIPP was the idea of one midwifery teacher but successful implementation required the commitment of the whole team (UKPSF A1 and A4).

The SKIPP initiative is an example of excellent and inspiring practice because it adds value to the student experience by providing a safe environment to develop and hone a range of clinical skills (using high fidelity simulation equipment and mannequins), supporting the development of clinically competent and confident students and future registered midwives (NMC 2009; NMC 2015). Lendahls and Oscarrson (2017) found that students value the opportunity for repetitive practice of skills, enabling them to make the links between theory and practice, increasing confidence and preparing them for clinical practice. Providing students with the opportunity to identify and practice those skills in which they feel less

confident respects them as individual learners. By enabling students to attend as often as they wish, the initiative also supports those with different learning needs who perhaps require additional time or repetition to assimilate a skill.

The sessions were held fortnightly at lunch times and conducted in the Clinical Skills and Simulation Centre. They were accessible to all students across the programme, the premise being that students from different year groups support each other, resulting in peer teaching and learning. Drop-in sessions enabled students to be flexible and to fit in attendance around other commitments, maintaining their study/family life balance. One or two midwifery lecturers were present at each session to provide support and feedback.

SKIPP guides for the students were developed by all members of the midwifery teaching team, requiring the team to update their own knowledge of clinical guidelines and the evidence base for practice. Facilitating the sessions also afforded members of the teaching team an opportunity to maintain and develop their individual midwifery skills.

The team believes that this innovation is an example of inspiring practice since it is clearly well received by students. Feedback has been extremely positive:

*“So useful for becoming more familiar with equipment, theory and practice, which really helped with progression on placement.”*

*“I think SKIPP is absolutely fabulous for lots of reasons including making emergency situations much less frightening in practice.”*

Further evidence of success can be found in the students’ module evaluations, requesting more sessions, and were identified as an excellent initiative by students in their feedback for the 2017 periodic review of the BSc Midwifery programme.

The midwifery team intends to extend this initiative to develop multi-professional SKIPP sessions in the future.

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## **Alternative Models of Practice Education for Occupational Therapy and Physiotherapy**

**by Dr Yvonne Thomas, Principal Lecturer - Allied Health Professions,  
Institute of Health and Society**



The following case study identifies the development of a range of alternative practice education (PE) models, including Role-Emerging Placements, International Placements; Student-Led Clinic and two pilot Collaborative Learning in Placement (CLiP) placements that have been established in Occupational Therapy and Physiotherapy programmes.

Through effective leadership, the adoption of a range of alternative practice education models within both programmes has been promoted to students and to professional colleagues in practice. In 4 years the feedback from students and practice educators supports the effectiveness of Role-Emerging Placements to promote student confidence and competence.

One of the crucial elements has been in promoting the value of PE to professional colleagues in practice, and engaging them directly in the development of the new programme and the alternative models, through Practice Educator Training courses and annual Practice Educators Days.

### **International Placement**

In 2016 an International Placement was developed for Occupational Therapy and Physiotherapy students in their final year of study. The placement was conducted in Vietnam and provided volunteer students an opportunity to complete their final 6 weeks placement in the Orthopaedic and Rehabilitation Hospital, Ho Chi Minh City. The International Placement was possible because of my previous contacts in Vietnam and my experience in developing overseas placements. Through my positive encouragement, commitment and leadership other staff became motivated to support this international experience for students in 2018. Student feedback was excellent and graduates from this cohort have expressed an interest in volunteering to assist future student placements in Vietnam.

### **Student-Led Clinic**

As Academic Lead in Allied Health, I instigated the development of an inter-professional student-led health and wellbeing clinic, at the University of Worcester McClelland Centre. This development provided an opportunity for health professional students from different disciplines, to work collaboratively to provide health and wellbeing programmes that meet a community need. International research on Student-Led Clinics indicates their value to student learning and to the community users. To effectively lead this development, I have undertaken research and supported evaluation and research by students, to evidence the student and service user experience.

### **CLiP Project**

In 2018 we established two new pilot sites for the development of CLiP (Collaborative Learning in Practice), which is a new model that uses coaching methods to encourage students to learn in collaboration. This model changes the one-to-one basis of supervision or preceptorship with a four-to-one model whereby the students learn with and from each other and are coached by the educator. Two CLiP placements, one in Occupational Therapy and one in Physiotherapy, have been undertaken and evaluated, both with Worcestershire Acute Hospitals Trust. There is more scope to increase the number of CLiP practice education projects locally.

Through developing new models of practice education my own leadership skills have developed by inspiring others to adopt new practice education models. It has been essential to articulate and evidence new ideas and then facilitate pilot projects to evaluate and ensure the best outcomes.

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