

# NATIONAL ASSOCIATION OF EDUCATORS IN PRACTICE



**Annual Conference**

**Friday 21st April 2017**

The Studio, 7 Cannon Street

Birmingham, B2 5EP

## **Making the case for practice education**

Partnership working between placement providers and education providers is crucial to the success of health and social care workforce education. Key to this partnership is practice education – experiences on placement are often transformative in the students' journey to becoming well-rounded, flexible and practice-ready health and social care professionals.

In the current changing landscape, as demands on health and social care education increase and priorities change, new challenges and opportunities present themselves. Now, perhaps more than ever, we need to ensure that practice education remains high on the agenda, evidencing innovation and quality as well as responsiveness to changes in practice and future needs.

The 2017 National Association of Educators in Practice (NAEP) conference will provide opportunity for discussion of partnerships and innovations in practice based learning to maintain capacity and quality in the context of a constantly changing health and social care landscape.

The conference is a supportive, interprofessional space to explore these and other questions through creative and interactive oral or poster presentations. We welcome contributions from a variety of voices from practice. Whether you are a student, an educator or service user, if you have or are working on research or developing ideas that identify with the changing shape of practice and would be keen to present your work at our conference, we would like to hear from you.

## **Conference sub-themes:**

### **1) Working in partnership to build placement capacity**

This sub-theme invites papers that focus specifically on initiatives and partnerships to build placement capacity. Topics might include:

- Examples of successful partnership working between education provider, placement providers, students, service users.
- IPE in practice
- Building placement capacity through innovative models of practice education;
- Training practice educators
- Student experience/quality
- Role-emerging and diverse placements

## **2) Assessment for learning in practice in a shifting landscape**

This sub-theme focuses on the role of practice-based assessment in the learning process. Presentations under this theme could include:

- Innovative and/or authentic assessment methods that look beyond “grading”
- New technologies that improve assessments for learning in practice
- Addressing diversity issue in assessment in practice
- Dealing with bias and ensuring quality
- Preparing practice educators as assessors
- Service user input to assessment
- Self and peer assessment
- Student experiences of assessment
- Maintaining quality under pressured - or something similar?

## **3) Research in practice education**

This sub-theme focuses on encouraging students, service-users, placement providers and academics to share their personal experiences/reflections, evaluations, development projects and practice-based learning research with conference delegates with the intention of potentially forging collaborations to develop their thinking further. Topics might include:

- Change management in practice-based learning
- Training that has been piloted in one situation that is suited to others
- Testing of a teaching approach on placement that could be tried by another professional group
- Reflections on the coping strategies of new placement educators
- Student placement evaluations
- Online training tools
- Interprofessional initiatives
- Using a problem based learning approach in practice

## Keynote Speakers

### Elizabeth Anderson: “Engaging students to learn in practice: Lessons learnt through interprofessional placements”

This presentation will explore the theoretical basis of experiential learning which requires practice educators to understand the importance of reflection following experience. Practice educators must learn the skills to ensure reflection for deeper learning. They must be able to unpack in detail what has taken place and help students make the links between their theoretical professional curriculum and the realities of practice. However when this learning is interprofessional there is an added opportunity for reflection using triological conversations which enable students to explore meaning from different professional stances.



**Professor Elizabeth Anderson** is responsible for interprofessional education (IPE) and patient safety at Leicester Medical School. After completing a graduate nursing course at St Bartholomew’s Hospital London, she moved to Leicester where she worked as a Midwife and Health Visitor. Her early research on Sudden Infant

Death syndrome led into exploration of service design for marginalized groups such as travellers and disadvantaged populations. Elizabeth moved into health care research and then to scholarship in Medical Education where she led innovative practice-based educational interventions. She works to ensure learning is underpinned with theoretical insights. She served on the Board for the Disability Partnership, ‘The Prince of Wales Advisory Group on Disability’ while supporting education on disability awareness. Elizabeth has served on the Board for the UK Centre for the Advancement of Interprofessional Education (CAIPE) and in 2016 she was awarded a CAIPE Fellowship for her contributions to interprofessional learning. Elizabeth was awarded a National Teaching Fellowship by the Higher Education Academy for outstanding contributions to education in 2007. She is widely published in the area of IPE and has served on the Board of the Centre for the Advancement of Interprofessional Education (UK) - CAIPE ([www.caipe.co.uk](http://www.caipe.co.uk)). She is working to forward patient involvement and partnerships in education between patients, practitioners and students.

## Netta Lloyd-Jones: "Is placement learning a sustainable model for health care professions?"

The paper will present a contextual background for the threat to sustainability and will provide potential solutions including;

- collaboration/ partnership working in a competitive world
- challenging cultural norms of various professions of their mentorship practice and approaches to supporting students,
- focused activity for HEIs in developing 'new' placements to meet service transformation needs
- national and local recruitment: placement providers role in making their provision attractive and a quality experience

The paper will conclude by identifying recommendations for practice education including:

- researching benefits of having students in practice
- streamlining QA processes: stop the machine



**Netta Lloyd-Jones's** expertise arises from over 20 years' experience in practice education/placement learning leadership roles. She has worked as Lecturer Practitioner within the NHS, in the Department of Health within the NHS Executive and within Higher Education Institutions and has undertaken management/leadership roles including being Departmental Head and on faculty management teams. Her current role is Head of Practice Education, Faculty of Health and Life Sciences at Oxford Brookes

University. Her work comprises of leading practice education across health care pre-registration programmes within the Faculty which includes occupational therapy, physiotherapy, operating department practice, paramedics, nursing (adult, children's and mental health). This role has enabled her to contribute across a wide geography through being an active member of HEI placement partnership networks across South West, Thames Valley, Wessex and London. Netta is currently Chair of both the South Central Partnership for Placements (SCAPP) and the London and South East Placement Partnership (LSEAPP), and is a previous Chair of the South West Area Placement Partnership (SWAPP). Netta's teaching and research interests include flexible approaches to mentoring, learning professionalism and student engagement in health and life sciences, raising concerns about practice, interprofessional learning and collaborative practice, reasonable adjustments for health impairment, disability and learning difficulty, and preparation for and fitness to practise.