

The Higher Education Academy Seminar Series Event

Enhancing holistic healthcare employability for successful student transition – how do we measure its success?

Birmingham City University, Faculty of Health, City South Campus, 10:00-16:00, Wednesday 2nd April 2014

Compendium of Employability Practice; Beyond Destination Statistics

Event & Compendium Summary

1. Event Summary

1.1 On 2nd April 2014 Birmingham City University, Faculty of Health hosted a Higher Education Academy Seminar Series Event called *'Enhancing holistic healthcare employability for successful student transition – how do we measure success?'*

1.2 Fifty one delegates attended from around the United Kingdom (see appendix A). Signifying twenty one different organisations and a range of roles and professional groups (see appendix B); including academic staff, careers staff, clinical staff, practice educators, and students and alumni from the University's Faculty of Health and School of Media. All of whom came together to collectively appraise holistic aspects of employability from a health and social care perspective; see figure 1 for an outline of the event aims.

Figure 1; Event Aims



1.3 Keynote addresses were facilitated by Jane Priestley, Academic Lead for Health and Social Care; who emphasised Employability as one of the Higher Education Academy's (HEA) key thematic areas. Ruth Lawton, Senior Learning and Teaching Fellow for Employability at Birmingham City University; who stimulated delegates to think about employability and impact. And Dr Lorraine Dacre Pool, Senior Lecturer from the University of Central Lancashire (UCLAN); who motivated and enthused attendees to consider measuring aspects of graduate employability.

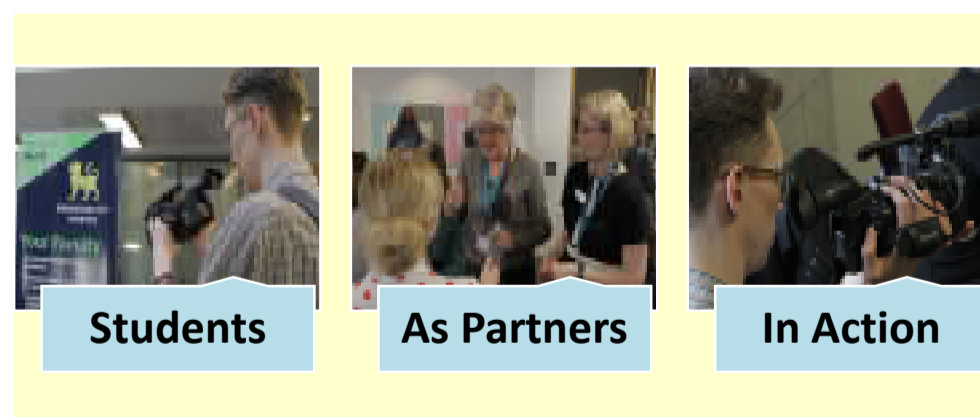
1.4 Workshop activities focused on three core themes (see figure 2). Workshops were interactively facilitated emphasizing partnership as a key facet; with student-alumni leading their own workshop strand. Student-alumni facilitators, alongside academic and career staff and academic and practice staff workshop leads, inspired and motivated attendees to really think about the benefits collaboration affords.

Figure 2; Workshop Themes



1.5 The seminar presented students and alumni with a real opportunity to be part of a meaningful event as they worked in genuine partnership with the organisation team. They were integral to the preparation and facilitation of event activities. Enabling and empowering students-alumni to enhance their own employability and maximise their personal and professional prospects; particularly as students from health and media worked together.

1.6 Additionally interaction and engagement with a diversity of attendees meant students and alumni had a genuine opportunity for their views to be heard; influencing their own and others perspectives. Furthermore their collaboration and proactive involvement in the full range of event activities means they have had an impact on future student experiences; having been essential to activities that may bring about meaningful change.



1.7 A stimulating employability café consultation was facilitated as part of interactive event features. Here attendees were encouraged to appraise, collaborate and share practice and ideas considering how employability can be measured outside of traditional methodologies. With the objective of enabling future practice that challenges current thinking and movement towards contemporary employability interventions and measures. Discussion was encouraged through thought-provoking scenario based questions where delegates could leave post-stick comments and stimulating employability café consultation questions as outlined in figure 3.

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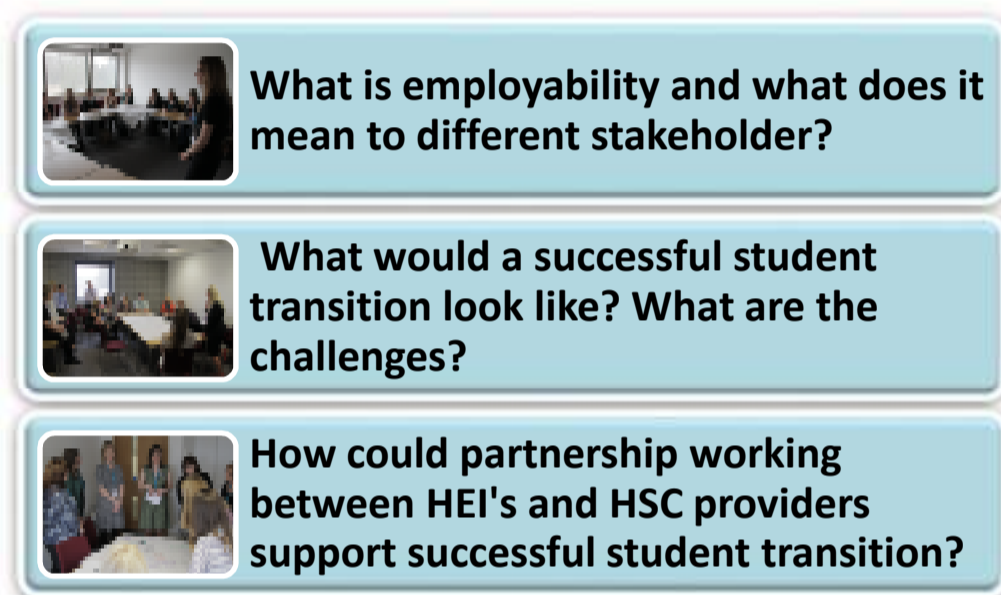
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Figure 3: The Employability Café Consultation Questions



1.8 Delegates summarised the seminar as a *challenging, engaging and interactive* event that *inspired* and *stimulated* shared insight and learning. With a consistently high (above 90%) satisfaction rate across a number of evaluation strands; including administration, organisation, expectations and stimulus.

1.9 With a desire to continue momentum in enthusing innovative learning and potential research practice *Partners For Success* funding was successfully secured to create a 'Compendium of Employability Practice; Beyond Destination Statistics' as an output arising from seminar activities. A summary of the compilation of resources produced and event outcomes will now follow.

2. Compendium of Employability Practice; Beyond Destination Statistics

2.1 The compendium, as a modern health and social care employability narrative, has been formatted as an Event Resource Pack (ERP). With student, alumni and key stakeholder involvement being continued as the compendium evolved. The ERP comes in two parts and is aligned to an associated external webpage (created for the event) that has been extended to host event resources: www.bcu.ac.uk/measure-success

2.2 ERP part one has five sections 1) Introduction 2) Event welcome resources 3) HEA welcome and keynote addresses 4) Workshop activities and 5) Students-as-partners. The first part of the ERP acts as a reader's guide to all web-based and/or seminar resources walking readers through the day's events. It blends event vodcast, vlogs and resources and supplementary information as added value productivity.

2.3 An entire section of ERP part one has been dedicated to student and staff collaborations emphasising *Partners For Success* and culminating in a short showcase film created by media student partners. The footage captures the essence of the event, delegates' perspectives and demonstrates how collaboration and partnership can benefit everyone's learning and continuous development. Furthermore it is demonstration of students as partners in action as they work with staff and delegates at the heart of a vibrant event. The vignette footage can be accessed via the following hyperlink: [HEA/BCU Seminar Vignette](#)

2.4 Part two of the ERP has three sections 6) The Employability café consultation – inspiring the next steps 7) Seminar summary and evaluation and 8) Challenging employability - useful resources and references; which includes event abstract and poster submissions.

2.5 ERP part two has an emphasis on the concepts that were collectively deliberated throughout the event. Using a discursive style section six offers an oratory of emergent themes including those that arose from the employability café consultation. (It is important to note the views presented are representative of individual perspectives and not necessarily characteristic of employing organisations).

2.6 Employability café comments, thought provoking scenario questions/post-stick note remarks and stakeholder discussions were transcribed onto an electronic document, coded and subject to thematic analysis. Ten themes emerged (see figure 3). These were compared and contrasted to morning keynote, workshop activities and available literature. The emergent themes have been presented in a conversational and exploratory framework accentuated with tables, charts and/or images from the event.

Figure 4; Emergent Themes



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2.7 Employability is a slippery concept yet there are ways in which aspects of employability can be measured outside of traditional methodologies. The findings of the critical review suggest that the students transitional journey from *'being'* a student to *'becoming'* a new clinically professional graduate starts from at least the six months point in the final year of their programme of learning.

2.8 The Destination of Leavers of Higher Education (DLHE) survey takes measure of 'employment' at the six month post registration mark. If we agree the students transitional stage starts at least six months into the final year of their programme of learning then the DLHE survey takes place one year after the transitional phase commences. If there is a genuine desire to move away from traditional measures of 'employment' then we must start supporting and monitoring (through targeted interventions and evaluation metrics) students' transitional journey from at least the final six months of their undergraduate programme of learning. The suggestions provided (see below) are a handful of exemplars as to how this may be achieved as a starting point. The opportunities are countless. It is within reach to push the boundaries of making what may seem the impossible, possible.

2.9 Twelve suggestions arose (see table 1). Writing the compendium has afforded a period of critical reflection. During this process significant time and creativity has been invested as delegates comments were assimilated into emergent themes. Evidence has been explored in conjunction with a personal review of the *'lived experiences'* of working alongside students, alumni, career, academic and practice staff across a range of employability related curricula, projects and initiatives. It is as a result of these combined experiences and personal attributes as an inventive thinker the twelve suggestions arose. They have been shared on the basis of collaboration and partnership. Yet we kindly ask that acknowledgement is fully attributed to the lead author and co-contributors of the Event Resource Pack (ERP) and this summary, with our earnest gratitude.

Table 1: Summary and synopsis of the main suggestions	
Suggestion	Synopsis
Suggestion 1: Co-create an explicit local/regional employability strategy.	Create a local/regional employability strategy that is explicit, rooted in evidence-based and designed in partnership with key stakeholders that has the potential to be endorsed by LETB's.
Suggestion 2: Create a guide for existing Health & Social Care staff on 'how to enhance your employability'.	Augment existing health and social care staff development of their employability through the creation of a bespoke guide underpinned by the (HEA) United Kingdom Professional Standards Framework (UKPSF) and the Department of Health (DH)

	Education Outcomes Framework (EOF).
Suggestion 3: Enhance opportunities for enterprise and entrepreneurship.	Enhance opportunities for enterprise and entrepreneurship that expand partnership activities between academic and careers staff in collaboration with HSC providers, students and alumni.
Suggestion 4: Conduct a scoping exercise of local, regional and/or national literacy and numeracy recruitment strategies.	Scope regional/national literacy and numeracy assessment and recruitment strategies to identify best practice benchmarks and guidance for implementation that afford transferability within the labour market and across the United Kingdom.
Suggestion 5: Ensure Emotional Intelligence is a core feature of all undergraduate and post graduate programmes of learning.	Ensure Emotional Intelligence (EI) is a core feature of undergraduate and post graduate programmes of learning. Exploring the potential for research and evidence base in support of EI metrics and the benefit EI interventions may afford within the health and social care sector.
Suggestion 6: Create a mental health first aid toolkit for new clinically professional graduates.	Create a mental health first aid toolkit for new clinically professional graduates as a matter of essential need.
Suggestion 7: Develop career adaptability competencies and frameworks.	Develop career adaptability competencies and frameworks in support of student and clinical professional graduates' preparation to adjust to change throughout their lived experiences and career journey.
Suggestion 8: Develop targeted interventions and measures that better support student transition.	Better understand and define what is meant by successful student transition. Exploring, through research activities, the different facets of this key stage in the students' journey. With a view to identify and expand targeted interventions and measures that offer greater support for students through this key stage.
Suggestion 9: Create a bespoke local, regional and/or national track, trigger and monitor career progression database.	Create a bespoke regional and/or national track, trigger and monitor career progression database for the health and social care sector. The database should be user friendly and accessible by HEI's, HSC providers, small to medium employers (SME), private, charitable and/or voluntary organisations. So that targeted,

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	robust and timely interventions can be afforded for the benefit of the students' transitional journey. From at least the six month stage of the final year of their programme of learning following new clinically professional graduates from their first appointment then throughout their career journey. Capturing education, training and continual personal and professional development as a feature of data collection strands.
Suggestion 10: Explore the use of Technology Enhanced Learning (TEL) to enable students to self-track, self-monitor and self-report personal journeys of transition.	Combine Technology Enhanced Learning (TEL) and self-reporting measures to enable students to self-track, self-monitor and self-report on their own personal journey of transition.
Suggestion 11: Conduct a local, regional and/or national review of preceptorship programmes.	Conduct a regional/national review of preceptorship programmes considering the extent to which the initial Department of Health (2010) measures have been met; and where possible identify new metrics for assessment and evaluation. Based on the findings of the review consider is a revised framework is needed formulating best practice competencies, revised guidelines and standards and explicitly outlining what is expected of a new clinically professional graduate.
Suggestion 12: Explore the creation and implementation of a new role; Employability & Transitions Practitioners.	
<ul style="list-style-type: none"> Explore the introduction of a new jointly appointed HEI and HSC provider role, that of an 'Employability & Transitions Practitioner'. The ETP would champion employability for all students and existing health and social care staff leading on the operational delivery of any co-created local/regional employability strategy spanning the academic and practice setting. The ETP would lead on developing targeted interventions augmenting students learning from the point where their undergraduate programme of learning ceases up to the point where preceptorship starts. The ETP would be 'visible' within the students' final preparation for practice module (university based), throughout the students' final associated clinical placement (practice based) and at key stages through the preceptorship programme (employer based); expanding capacity in both designated academic module teams and practice education teams. The role of the ETP would afford students consistency of support as they go through their transition of being a student to becoming a clinically professional graduate. Support would be progressively 	

reduced as students are encouraged to 'step-up' to their new role. Working alongside mentors/preceptors ensuring their continual personal and professional development is enhanced too.

- The ETP would have a remit to collect audit and research data that maximises the use of self-reporting and psycho-metric assessment as they contribute to the evidence base in support of measuring aspects of employability. Additionally working alongside academic and practice staff in the moderation and assessment of students learning in the practice setting; ensuring excellent levels of assessment and student feedback are afforded.
- Ideally a regional team of ETP's would be created and piloted by at least one of the LETB's in partnership with HEI and HSC providers. Exploring the benefits and limitations of the new role, the metrics and measures developed to assess impact and outputs alongside any best practice guidelines for dissemination nationally and/or internationally.

2.10 The second part of the ERP draws to a close with an event summary and evaluation and direction towards useful resources and references. Formulating in a total of thirty-five different facets (vodcasts, abstracts, e-poster submissions and both ERP's). Individually these provide a unique feature of the compendium yet collectively they add to the body of evidence to enhance contemporary employability practice: www.bcu.ac.uk/measure-success

2.11 The innovative suggestions have been presented in ERP part two alongside consideration of future challenges and opportunities. The twelve main proposals do present potentially exciting areas for development. Yet before we forge ahead with any of the ideas advocated perhaps the first step is to identify whether any of the proposals already exist within our community; nobody wants to reinvent the wheel! If they do, that's fantastic. As it means 'we' as employability developers, can focus our attention on the features yet to be created or explored.

2.12 Possible barriers to implementation include capacity, funding, desire and willingness. It is likely to take the passion, drive, energy, enthusiasm and aspirations of proactive employability developers to gain endorsement, support and sponsorship from all levels and all stakeholders to bring any/all of the recommendations to life. Alongside a fundamental belief that 'we' collectively want something similar; well-rounded highly performing employability rich graduates who provide excellent patient care through an exceptional education experience.

For a comprehensive account of event and compendium activities please see the Event Resource Pack, Part 1 and Part 2. Enquiries can be sent to:

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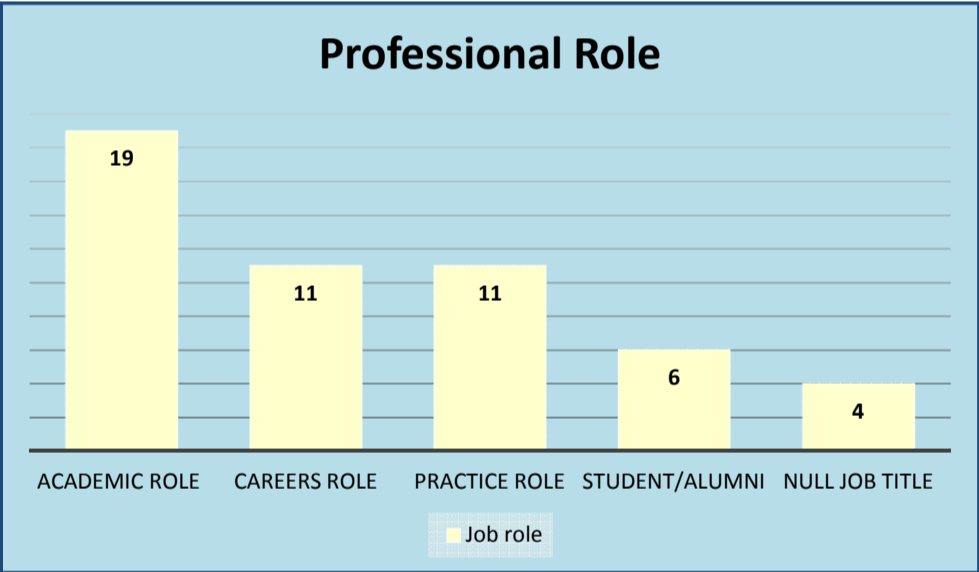
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Appendix A: Organisational Attendance



Appendix B: Professional Role

Of the fifty one delegates who actively participated in event activities nineteen were in an academic associated role, eleven in a careers related role, eleven in a practice associated role and six were students/alumni; four representing nursing and two students from the school of media. Four delegates did not provide a job title or organisation on registering for the event; see figure sixteen.



Of the nineteen academic staff four were lecturers, eleven were senior lecturers and three were in senior academic or Head of Department positions. Seven careers advisors attended accompanied by four colleagues who were in a senior Head, Advisor or Director role. Of the eleven practice staff eight were in a clinical education role, one was a sister and two were in a radiographer/senior radiographer position. Medical, Midwifery, Nursing, Social Work and Allied Health Professionals were represented.

We would like to say a big thank you to everyone who attended and actively participated in the seminar series event.

We hope that you find the compendium and event resources valuable inspiration, encouragement and motivation.

All the very best of luck with you future holistic employability developments. *Lindsay, Katie & Lisa*