

4 September - Day 2											
07:30-9:00	Breakfast for residential delegates									07:30-9:00	
08:15-9:30	Registration									08:15-9:30	
08:15-9:15	Editorial advisory sessions									08:15-9:15	
09:30-9:45	Welcome									09:30-9:45	
09:45-10:45	Keynote: Jonathan Stephens, President, Huddersfield University Students' Union									09:45-10:45	
Refreshments											
Poster presentations session 3											
Group 3A					Group 3B						
10:45-11:30	<p>3A1: Implementing Collaborative Learning in Practice Community Cluster model of learning for adult student nurses working in community settings, Ms Jane Bunce, Health Education England</p> <p>3A2: Preventing empathy decline in medical students: Experiencing the patient journey, Dr Lindsay Muscroft, Warwick Medical School</p> <p>3A3: Storytelling in the clinical simulation environment, Dr Gareth Parsons, University of South Wales</p> <p>3A4: EduPLATion: Utilising playful learning and gamification to enhance engagement and learning in Medical Education, Dr Bethan Yates, Exeter Medical School</p> <p>3A5: Celebrating 100 Years of Learning Disability Nursing, Miss Samantha Beech, Keele University</p> <p>3A7: A self-management education programme for adults with asthma in Saudi Arabia, Mr Hamad Dalah, Salford University</p>				<p>3B1: Delivery of a preliminary clinical evaluation web-based short course in Finland, Mrs Lisa Pittock, Canterbury Christ Church University</p> <p>3B2: A brighter future: An educational initiative for undergraduate student nurses using Brightspace, a virtual learning environment, Mrs Fiona Budden, Bournemouth University</p> <p>3B3: Co-producing the new NMC curriculum: Students as full partners, Mr Iwan Dowie, University of South Wales</p> <p>3B4: Nurse academic identities and contributions to clinical practice: An appreciative inquiry, Mrs Clare Cornes-Parr, Keele University</p> <p>3B5: The Learning Disabilities Nurse's role in the assessment and promotion of acute physical healthcare within the community, Mr Chris Turner, Northumbria University</p> <p>3B6: Is it important to spread spirituality dimension skills throughout Nursing Education?: A systematic review, Ms Priscylla Maria Sandehang, Universitas Pelita Harapan</p> <p>3B7: Getting to the point? Embedding near patient testing (point of care) within the undergraduate Nursing curricula, Mrs Karen Giles, University of Sunderland</p> <p>3B8: Exploring Midwifery students' experiences and opinions of the NMC's expectations of demonstrating professional 'good character' whilst 'off-duty' and if social class influences this, Mrs Vivien Perry, Northumbria University</p>					10:45-11:30	
Themed session 3											
	Room CBA0.061	Room CBA0.060	Room CBA0.007	Room CBA0.013	Room CBA1.098	Room CBA1.099	Room CBA1.100	Room CBA1.102	Room CBA1.103	Room	
	Strand 3A: Developing the future healthcare education workforce	Strand 3B: Education in clinical practice and practice development	Strand 3C: Partnership working	Strand 3D: Humanising healthcare education	Strand 3E: Learning and teaching strategies	Strand 3F: Educational enhancement	Strand 3G: Using simulation to enhance learning	Strand 3H: Developing the future healthcare education workforce	Strand 3I: Education in clinical practice and practice development	Strand 3J: Educational enhancement	
	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	
11:30-13:30	<p>3Ai An action research project to explore the challenges faced and needs of Nursing apprentices at the commencement of their programme Mrs Lesley Turner, Solent University</p> <p>3Aii Characteristic of Nursing Education in Indonesia: Should it be vocational or professional?: A systematic review Ms Priscylla Sandehang, Universitas Pelita Harapan</p> <p>3Aiii A realistic evaluation study exploring the nurse degree apprenticeship journey Dr Julie Derbyshire, Mrs Wendy Parry and Dr Debra Porteous Northumbria University</p> <p>3Aiv Nursing Degree Apprenticeships: The way forward? Our lived experiences Mrs Coral Drane, University of East Anglia and Mr Paul Sewell, Norfolk and Norwich University Hospital</p>	<p>3Bi The LAUNCH Project: Enabling practice and leadership development for digital health technology innovation Professor Katherine Curtis, Kingston University and St George's University of London, and Dr Sheila Brooks, Bournemouth University</p> <p>3Bii Health literacy: The unseen public health challenge Ms Nicki Walsh, Bishop Grosseteste University and Dr Sarah Chaudhary, Lincolnshire County Council</p> <p>3Biii A connecting platform: How Facebook has enhanced shared learning and reflection for clinical nurse educators in the UK Ms Helen O'Toole, Royal Marsden Hospital, Miss Elizabeth Alibon, Royal Brompton and Harefield Hospital, and Mr Bill Whitehead, Derby University</p> <p>3Biv The educational requirements necessary for clinicians to share diagnostic imaging with patients Mr William Allenby Southam Cox, University of Portsmouth</p>	<p>3Ci Strive talking: Ways to avoid exploiting students' good will in staff/student partnerships Mr Thomas Slater and Ms Peg Murphy, University of Chester</p> <p>3Cii Support4Nurses: NHS Acute Hospital Trust and local university partnership to improve the retention of registered nurses Dr Janet Scammell, Professor Steve Tee, Dr Sharon Docherty and Dr Sarah Collard, Bournemouth University, Mrs Susan Higgins, Royal Bournemouth and Christchurch Hospital Trust</p> <p>3Ciii Skill development through peer support to future supervision in Nursing Mrs Erica Bellamy and Dr Melanie Pope, University of Derby</p> <p>3Civ Collaborative working in programme design Dr Anna Sydor, Mrs Gemma Stacy-Emile and Mrs Julia Tod, Cardiff University</p>	<p>3Di Student nurses' attitudes to social justice and poverty: An international comparison Dr Richard Kyle, Edinburgh Napier University</p> <p>3Dii Dignity-enhancing learning: A framework to educate undergraduate Nursing students to deliver dignity in care Ms Sheila Douglas, University of Dundee</p> <p>3Diii Preparation of neophyte student nurses to deliver compassionate care at the end of life: An evaluation Dr Kim Goode, Mrs Kathy Whayman and Mrs Eunice Sirkett, University of Hertfordshire</p> <p>3Div Nursing students' perspectives on preserving dignity in care Ms Rosemary Mullen, University of Glasgow</p>	<p>3Ei Transforming tutorials with formative assessment Ms Jill Morgan, Cardiff University</p> <p>3Eii Interface between educational design and technology: Standards-based assessment and marking models vs proprietary grading algorithms Dr Susan Shaw, Ms Karina Donaldson, Dr Denise Atkins and Ms Sue Walke, Auckland University of Technology</p> <p>3Eiii Evaluation of Module Assessment Group Support (MAGS): A qualitative interview-based study Dr Rob Monks, Mrs Sarla Gandhi and Mrs Angela Irving, University of Central Lancashire</p> <p>3Eiv OSCE Examiner training: The development of an interactive faculty development programme to reduce intra-examiner variability Dr Clive Gibson, Keele University</p>	<p>3Fi Interpreting possible plagiarism using Turnitin by university nursing lecturers Mrs Rosalind Grace, University of Cumbria</p> <p>3Fii Medical professionals' knowledge, awareness and perception of radiation dose, protection and risk: Is it adequate for patients' informed consent? Mrs Louise Burton, University of Derby</p> <p>3Fiii Taking the long way round: Barriers and enablers to student nurses using human factors in practice Mrs Deborah Clark, Sheffield Hallam University</p> <p>3Fiv Examining ethics governance in Healthcare Education: Enhancement or encroachment? Ms Amanda Lees, Auckland University of Technology</p>	<p>3Gi Enhancing paediatric radiography education through the use of simulation Mrs Michelle Elwood, University of Leeds</p> <p>3Gii The use of challenging older and dementia clinical scenarios to develop student radiographer approaches Ms Louise Mifaud, Robert Gordon University</p> <p>3Giii Evaluation of a one-week simulation-based education package designed to support first year Diagnostic Radiography students during their clinical placement Mrs Emma Hyde and Miss Naomi Shiner, University of Derby</p> <p>3Giv TBC</p>	<p>3Hi Bridging studies: Promoting employment of immigrants in the Social and Health Care sector in Finland Mrs Päivi Rimpöja, Ms Aino Ezeronodo and Ms Päivi Lehtinen, Metropolia University of Applied Sciences</p> <p>3Hii Developing junior doctors into quality clinical educators of the future: A unique pathway to Associate Fellowship of the Higher Education Academy (AFHEA) Professor Katrina Anderson, Australian National University Medical School</p> <p>3Hiii Social service, health sciences and rehabilitation teachers need more education concerning their digital pedagogical competence Mrs Malou Stoffels, Amsterdam UMC, locatie Vumc</p> <p>3Hiv Finding clinical academic identities in complex systems Dr Ellen Kitson-Reynolds, University of Southampton</p>	<p>3Ii Implementing Collaborative Learning in Practice Community Cluster model of learning for adult student nurses working in community settings Ms Jane Bunce, Health Education England, Dr Graham Williamson, University of Plymouth</p> <p>3Iii Perfecting a tool for clinical teaching: The zone of proximal development Dr Lina Kantar, American University of Beirut</p> <p>3Iiii How do undergraduate Nursing students learn in the hospital setting? A scoping review of conceptualisations, operationalisations and learning activities Mrs Malou Stoffels, Amsterdam UMC, locatie Vumc</p> <p>3Iiv Promoting Nursing students' competence development during the clinical practicum: A randomised controlled trial Mrs Camilla Strandell-Laine, Novia University of Applied Sciences</p>	<p>3Ji Emotional intelligence of Nursing applicants and its relation to academic performance Dr Kirsi Taimin, University of Turku</p> <p>3Jii Assessment of clinical reasoning skills in the Nursing student selection Miss Jonna Vierula and Dr Kirsi Taimin, University of Turku</p> <p>3Jiii Education rounds: A tool to enhance education and learning in practice Ms Natalie Holbery, University College London Hospitals</p> <p>3Jiv How does participation in an innovative Public Health learning tool influence understanding, skills and subsequent PH practice? Dr Dalya Marks, London School of Hygiene and Tropical Medicine</p>	11:30-13:30
13:30-14:20	Lunch break, The Refectory									13:30-14:20	
Poster presentations session 4											
Group 4A					Group 4B						
14:20-15:10	<p>4A1: Post-registration Acute Paediatric Nurses' perceptions of simulation education and views on programme development, Mrs Maeva Murray, Northern Health and Social Care Trust</p> <p>4A2: Nursing from a dyslexic student's perspective, Miss Charlotte Smith, Birmingham City University</p> <p>4A3: The effects of a phased approach to practice upon Adult Nursing students, Miss Megan Curry, University of Sunderland</p> <p>4A4: Are you listening? Student nurses' experiences of formative audio feedback: A qualitative study, Mrs Donna Lewis, University of Wolverhampton</p> <p>4A5: "Oh, the places you will go!" Developing teaching practice to improve the student experience, Mrs Julia Robinson, University of Central Lancashire</p> <p>4A6: Online modules: Advantages and disadvantages, Mr Tiago Horta Reis da Silva, Middlesex University</p> <p>4A7: The NURS-kit community simulation scenario for novice student nurses: A realist evaluation study, Mrs Susan Ward, Mrs Judith Benbow, and Clare Hawker, Cardiff University</p>				<p>4B1: Using technology to challenge a negative narrative: The use of blogs to document students' journeys, Miss Janet Hunter, City, University of London</p> <p>4B2: Tough topics in Medicine: A peer-reviewed, interactive online resource to enhance student learning, Dr Helen Wallace, University of Liverpool</p> <p>4B3: Embedded training for undergraduate Children's Nursing students to increase self-leadership, personal autonomy and emotional agility skills, Ms Catherine Hewitt, London South Bank University</p> <p>4B4: Virtually there!: Facilitating global conversations for student nurses, Ms Tina Moore, Middlesex University</p> <p>4B5: Using forum theatre to support the development of evidence-based practice in student speech and language therapists, Mrs Gillian Rudd and Dr Wouter Jansen, Birmingham City University</p> <p>4B6: Involving the 'unusual suspects': Action learning as an approach to develop a learning culture among non-clinical staff in a hospice setting, Dr Julie Luscombe, Jersey Hospice Care</p>					14:20-15:10	
15:10-15:30	Refreshments									15:10-15:30	
Themed session 4											
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	Strand 4A: Education in clinical practice and practice development	Strand 4B: Educational enhancement	Strand 4C: Internationalisation and global challenges in healthcare education	Strand 4D: Developing the future healthcare education workforce	Strand 4E: Education in clinical practice and practice development	Strand 4F: E-learning/blended learning	Strand 4G: Inclusivity in healthcare education	Strand 4H: Interprofessional learning and working	Strand 4I: Social, economic and policy drivers in healthcare education		
	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:	Convenor:		
15:30-17:30	<p>4Ai Thinking like a nurse: Changing the culture of nursing students' clinical learning: Implementing collaborative learning in practice Professor Graham Williamson, University of Plymouth School of Nursing and Midwifery</p> <p>4Aii An innovative way of supporting student mental health nurses in placement: Collaborative Learning in Practice Mrs Jo Hirdle, Bournemouth University and Miss Louise Altan, DorsetHealthcare NHS university NHS foundation trust</p> <p>4Aiii Everywhere and nowhere: Identifying, supporting and enabling work-based learning for the future workforce Ms Julie Attenborough and Ms Judy Brook, City, University of London</p> <p>4Aiv The six Cs for practice learning environments: An action research study across Acute, Community and Learning Disability Nursing Mrs Carole Proud and Dr Jane Smiddy, Northumbria University</p>	<p>4Bi Matricentric feminist pedagogy in Midwifery education Dr Alys Einion, Swansea University</p> <p>4Bii Student midwives' experience in a Health and Wellbeing Academy: An evaluation Dr Sarah Norris, Swansea University</p> <p>4Biii Implementation of peer assisted learning for Midwifery students Mrs Mandy Stevenson and Ms Heather Bower, University of Greenwich</p> <p>4Biv Study of back pain in Midwifery and Nursing students Mr Tiago Horta Reis da Silva, Mrs Sarah Chitongo and Mrs Fiona Suthers, Middlesex University</p>	<p>4Ci Change and transformation: Exploring variations in learning during a study abroad journey Dr Karmaran Fathulla, University of Lincoln</p> <p>4Cii Validating external capability development using parametric models Professor John Clayton, Te Whare Wānanga o Awanuiāra, and Ms Yang Gao, Tianjin City Vocational College</p> <p>4Ciii Professional competence of graduating nurse students in Europe: PROCOMPUR project Professor Leena Salminen, University of Turku</p> <p>4Civ TBC</p>	<p>4Di Curriculum in the age of Industry 4.0 Dr Karmaran Fathulla, University of Lincoln</p> <p>4Dii The development, implementation and evaluation of peer academic mentors for Nursing students Dr Nicola Morrell-Scott, Dr Carolyn Lees and Dr Casey Beaumont, Liverpool John Moores University</p> <p>4Diii Using the 'wisdom of the crowd' in Health Professions Education Mrs Janice St John-Matthews, The University of the West of England</p> <p>4Div TBC</p>	<p>4Ei An intervention study on peer learning Miss Yvonne Pålsson, University of Gävle</p> <p>4Eii Introducing an evidence-based 'Practice Assessment Toolkit': Enhancing consistency and rigour of practice assessment in Midwifery and Nursing Mrs Margaret Fisher, University of Plymouth, Mrs Fran Galloway, Anglia Ruskin University, Mrs Judith Jackson, Canterbury Christ Church University</p> <p>4Eiii Student nurses' experiences of receiving verbal feedback within the clinical learning environment Mrs Cathrine Derham and Ms Julie Panzier, University of Surrey</p> <p>4Eiv Using Twitter to promote and develop a regional approach to practice assessment in Nurse Education Mr Gary Parlett, University of East Anglia, Mrs Jenny Pinfield, University of Worcester, Mr Paul Jackson, University of Wolverhampton, Mrs Abbie Fordham Barnes, Birmingham City University, and Mrs Tracey Baker, Staffordshire University</p>	<p>4Fi Same content, different countries, different standards: International experienced Physiotherapy educators' opinions on online training course inclusions Mrs Helen Edwards, Keele University</p> <p>4Fii Workbooks: A lightweight and agile approach to developing online content and activities to complement face-to-face teaching Dr Pete Lonsdale and Ms Christine Armstrong, Keele University</p> <p>4Fiii Transformational learning journeys, from face-to-face to online learning Ms Claire Carter and Ms Marlies Gratton, University of Derby</p> <p>4Fiv Evaluation of the impact of a virtual reality community placement on student nurse learning Mrs Silan Shaw, Anglia Ruskin University</p>	<p>4Gi The experiences of Black and Ethnic Minority students Dr Morkos Iskander, Lancaster University</p> <p>4Gii Best teaching practices for providing culturally sensitive and inclusive Nursing Education: Nurse educators' perspectives Mrs Christine Sommers, Universitas Pelita Harapan</p> <p>4Giii Islamophobia and Nurse Education Mr David Ring, Middlesex University</p> <p>4Giv TBC</p>	<p>4Hi Interprofessional education between Child and Mental Health Nursing students Dr Fiona Cust, Ms Christine Cartwright and Ms Louisa Alderson, Staffordshire University</p> <p>4Hii Designing, implementing and evaluating an IPE day for Midwifery and Social Work undergraduates: Meaningful interprofessional opportunities to meet, engage and learn Dr Helen Bedford and Mrs Alison Smalley, University of York</p> <p>4Hiii Developing interprofessional safeguarding conferences as a method for delivering interprofessional education to a large group of Health and Social Care students Ms Helen Wightman and Mrs Suzy Ploves, University of Nottingham</p> <p>4Hiv TBC</p>	<p>4Ii Exploring the politics and fantasy surrounding patient involvement policy in Nurse Education Dr Nicky Rooke, University of East Anglia</p> <p>4Iii 50 years of 'growing our own': The challenges of delivering approved Nurse Education programmes on an island Dr Tracey McClean, States of Guernsey and Mrs Brenda Munro, The Institute of Health and Social Care Studies</p> <p>4Iiii How can higher education contribute to improving the physical care and health promotion behaviours of mental health field graduates? Dr Tom Laws, University of Salford and Ms Rebecca Rylance, University of Liverpool</p> <p>4Iiv Employing entrepreneurial thinking to Post-registration Critical Care Nurse Education delivery Mrs Karen Cotton and Mrs Melanie Wright, East of England Adult Critical Care Operational Delivery Network, and Mrs Julia Hubbard and Miss Donna Pierre, University of East Anglia</p>	15:30-17:30	
17:30-18:30	Networking time, exhibition stands, poster viewing									17:30-18:30	
18:30	Bus to Keele Hall									18:30	
19:00-23:00	Gala dinner, Keele Hall									19:00-23:00	