Simulation based ENT induction: Validation of a novel mannequin

Dora Amos (Imperial College London)

This poster focuses on a project we ran to determine whether simulation teaching had a role for educating medical students. Currently there is minimal exposure to ENT within the medical school curriculum in the UK (average rotation between 7-13 days). We provided simulation and lecture-based teaching separately for common ENT presentations to different groups of medical students from Imperial College London. Simulation teaching was shown to be associated with higher retention of knowledge, increased confidence and reduced anxiety when compared to lecture-based teaching. Therefore simulation training for ENT should be incorporated into the medical student curriculum to enhance the student learning experience.

Anti-racist pedagogy: Close-to-action research

Martin Cole (University of East London)

Black, Asian and Minority Ethnic (BAME) students are less likely to be awarded a good degree from university, despite accounting for similarities in qualifications on entry and differences in factors such as parental occupation and socio-economic status. Current approaches to address this 'opportunity gap' are inadequate, because they are dominated by a 'student-deficit' - rather than 'pedagogy-deficit' lens. Tertiary education therefore (re)produces the hegemonic social inequities that underpin it (Schor, 2015). In this poster I will recount, using numerical and narrative data, the heutagogical praxis of a white male in his efforts towards anti-racist healthcare teaching in an urban post-92 HEI.

Enhancing a shared learning approach with collaborative teaching sessions for trainee nursing associates across Nottinghamshire with health and social care

Mrs Claire Roberts and Mrs Catherine Price-Hazlehurst (Nottingham Universities Hospitals NHS Trust)

Improving and enhancing the knowledge and skills of our trainee Nursing Associates has been a focus for the Nottinghamshire clinical educators. Our trainees are employed within a diverse range of clinical settings, with increasing knowledge in their own specialities. A programme was designed to bring all trainees from each intake across Nottinghamshire together to learn about a set topic, covering a multitude of practice environments within health and social care. Aligning to the NMC Standards of Proficiency, the programme is interactive, enhancing knowledge and skills rather than being classroom based.

How competent are graduating Nursing students in Europe?

Satu Kajander-Unkuri (Diaconia University of Applied Sciences)

Upon graduation, Nursing students are required to have sufficient competence to allow them to fulfil their duties in a safe manner. There is a need for evaluating competence in healthcare and particular attention should be focused on graduating nursing students (GNSs) as they perform an essential role in taking the place of retiring nursing staff and meeting the increasing need of care. In this poster presentation, we will present results from a European study focusing on GNSs' competence in the Czech Republic, Finland, Italy, Portugal, Slovakia, Slovenia and Spain.

Effective management of placement capacity through partnership working: A city-wide approach

Karen Heggs (University of Manchester)

In the UK, there is an identified need to increase the number of student nurses in order to facilitate the development of the future workforce. There is also the need to establish transparency in the availability of placement capacity and the subsequent management of capacity, through partnership working, to support appropriate planning of student numbers and enhance student experience in their practice learning experience. Working in partnership, four higher education institutes from the North West of England and their practice placement providers have developed an initiative to map both the current and future availability of placement capacity. This poster will provide an oversight of this initiative.

Increasing ward management skills for final year Pre-Registration Children's Nursing students through high fidelity ward simulation

Leisa George and Vicky Ramsden (Keele University)

This poster presentation details an evaluation of a children's ward simulation with third year undergraduate children's nursing students at Keele University, UK. The use of simulation in nursing education has gained momentum and has become a cornerstone in healthcare education. In the final year of the programme, children's nursing students participate in a simulated experience prior to their final placements. Students are required to manage a simulated ward environment and care for a group of simulated patients and their families. This experience immerses students into a realistic, active, multifaceted situation, which requires critical-thinking, problem-solving and decision-making skills.

Virtual Reality as a teaching strategy for interprofessional healthcare students

Joseph Purden and Barry Bardsley (Swansea University)

The use of virtual reality in teaching is on the rise, with college digitalisation strategies meaning that it is becoming embedded in curricula across Swansea University. The aim of this project was to transform a session for 2nd year students on the nuclear medicine and radiotherapy physics programmes, which usually reviews medical images and teaches students what to look out for when on clinical practice, into a competition using VR. Students were put into pairs and assigned an Oculus Rift system, preloaded with Organon VR software. They were presented with medical images and drawings and had to use the VR system to gain information about different areas of the human body. The prize? A priceless 'Get Out of Journal Club Free' card. A session was then designed with the aim of assessing any relative benefit to audiology students, from the use of VR for education.

The development of supportive assessment process and methods for Nursing students' clinical competence

Tiina Nurmela (Turku University of Applied Sciences)

In Finland, there is not a common national assessment process and methods in Nursing Education in the Universities of Applied Sciences. Accordingly, inconsistency in Nursing students' clinical competence at the stage of graduation may occur. The aim of this project is to verify the competency level required for pre-licensure generalist registered nurse students, and promote the students' flexible transitioning to working life and further education. To reach this aim, the project will create a model of evidence-based supervision and evaluation throughout Nursing Education, and a standardised national professional Nursing competency examination for generalist registered Nursing students.

Raising awareness and understanding of learning disability in Pre-registration Midwifery students: A peer learning approach

Louise Cogher (Keele University)

The aim of this poster is to outline how an evaluative survey of third year BSc (Hons) Midwifery students assessed their own prior knowledge and understanding and how this significantly improved following the learning event. An innovative educational approach was utilised in which peer learning was facilitated. Positive feedback was received from both cohorts of students.

Students Leading in the Clinical Environment (SLiCE): An innovation to enhance integrated nurse training in the practice setting

Kathy Bond (Avon and Wiltshire Mental Health Partnership NHS Trust)

This poster presentation introduces the SLiCE approach (Students Leading in the Clinical Environment) in which third year Mental Health Nursing students take a mentorship role for second year adult Nursing students on placements. Using current research evidence, this presentation explains how the innovation was developed, implemented, piloted and evaluated in partnership, and explores implications for the future of nurse training. We share some strengths and limitations of the SLiCE approach in the context of evolving practice education priorities, considering clinical, operational and cultural factors. This poster will emphasise the

importance of partnership working, creative thinking and evidence-based practice.

Collaboration in China
Mary Crawford and Natalie Hollows (King's College London)

In December 2015, King's College London and Nanjing Health School (NJHS) signed a five-year educational consultancy project. The Nanjing Health School Collaboration aims to deliver world-class education and best practice in Nursing and Midwifery, as the critical role of nurses and midwives in health services is increasingly recognised. Nanjing Health School and the Provincial (Jiangsu Province) Education Bureau recognised the need to upskill the nursing workforce by both enhancing their pre-registration curriculum and by the provision of continuing professional development for qualified nurses. This poster highlights some of the work undertaken since the project began.

Hearing the pictures: Using objects of reference to facilitate reasonable adjustments in healthcare education

Nick Gee (Birmingham City University)

Under the Equality Act 2010, the term 'Reasonable Adjustment' has been applied across the sector to facilitate a diverse workforce of students and practitioners to achieve their potential and acquire new skills and competence. However, challenges remain in gaining audience with those who are legally required to facilitate such adjustments and ensuring they not only listen to the needs of their student body and workforce, but that they hear and understand what is required. This poster introduces four objects of reference designed by Nick Gee to put visual images to the terminology, illustrating and quantifying what 'reasonable' actually means.

We are not invisible: Putting Inclusion Health onto the undergraduate medical curriculum

Lucy Watts (University College London School of Medicine)

Most medical students are attracted to the idea of working in an NHS that bases service provision on patient need rather than their ability to pay. Most curricula mention equitable access to healthcare, but omit the hundreds of rough sleepers we observe every day on the streets of London. We devised student selected components (SSCs) to investigate service provision and access to health services for the homeless population, spending time with local Inclusion Health teams. This experience has had a great and lasting impact on us, and we are now working to put Inclusion Health formally on the UCL Medical School curriculum. This poster presentation describes the student-led initiative to design and develop SSCs in years 1, 2 and 6, in order to fill a perceived gap in their curriculum.

Dialogue in assessment: Use of Pecha Kucha in clinical decision making

Kate Lillie and Jane Jervis (Keele University)

Constructing a meaningful assessment strategy that reinforces key learning objectives is an important educational skill. This poster presentation will discuss the introduction of an innovative assessment method used in a clinical decision-making module within an MSc Advanced Clinical Practice programme. It will examine the decision to use a timed Pecha Kucha presentation followed by student and examiner questions and a short (1,000 word) discussion paper. It will highlight the rationale for selecting the assessment, student and examiner feedback and highlight minor alterations that were made to enhance the value of the assessment strategy after its initial use.

Nursing from a dyslexic student's perspective

Charlotte Smith (Birmingham City University)

Today's healthcare workforce comprises a diverse mix of people, each offering a unique perspective and contribution to their work. Services are stretched and there is great uncertainty in the education landscape following the reduction of certain disability-related student funding. Universities and practice settings need to gain deeper understanding of their diverse workforce, taking time to consider and understand different perspectives, including strengths and shared challenges. This poster highlights the journey and experiences of a student nurse from the UK's only BDA-accredited Dyslexia Friendly Faculty. The poster draws upon partnership working and suggests educational reform and development.

Development and psychometric testing of physical examination perceived self-efficacy instrument for undergraduate Nursing students

Husain Nasaif (Royal College of Surgeons in Ireland- Medical University of Bahrain)

Numerous empirical studies indicate that self-efficacy is an important predictor of academic performance. This study aimed to develop and test the psychometric properties of physical examination perceived self-efficacy instrument (PEPSEI). The study included three phases. Phase (1) a total of 51 items were constructed. Phase (2) seven field experts rated all items' relevance and scale content validity were established. Phase (3)

the instrument was piloted on 238 undergraduate Nursing students to test psychometric properties. The Exploratory Factor Analysis was performed

Making clinical placement documentation simple, accessible and linked to key competencies

Timothy Smale (Keele University)

This poster session will present the journey at Keele University to develop and deploy a digital solution to handling clinical placement data and the unique assessment workflows surrounding clinical placements. This poster will explore the benefits afforded by a digital solution, including partnership working and the linking of assessment questions directly to module learning outcomes and professional body regulations, and supporting a more unified and consistent approach to student assessment.

Care of the critically ill pregnant woman for Pre-registration Midwifery students: A simulation approach

Anne Sourbutts and Nicola Witton (Keele University)

This poster session will describe an innovation that uses simulation systems to support students' learning in a safe environment beginning in year one with the accurate taking, recording and reporting of maternal observations; in year two, A to E assessment and referral and culminating in year three with scenario-based simulation and the Maternal Acute Illness Management study day. The poster will outline the development of a strand traversing the three years of the BSc (Hons) Midwifery curriculum at Keele University that utilises high fidelity simulation to support the acquisition of the specific skills associated with assessment, recognition, action and managing the deteriorating clinical situation for an unwell woman.

Patient-student relationships in clinical learning environments

Arja Suikkala (Diaconia University of Applied Sciences)

The Clinical Learning Environment, Supervision and Nurse Teacher (CLES +T) scale has been used among various students and in different clinical settings. In the existing CLES + T framework, the patients' perspective is almost completely lacking.

(KMO=0.94), and Bartlett's test for Spherecity was significant (p < 0.001). The internal consistency for all subscales ranged from .84 to .98

This study aims to describe how healthcare students perceive the student-patient relationship during their clinical placements and how this relationship is associated with the CLES+T scale's sub-dimensions and student background factors. The students assessed the student-patient relationship as 'good'. The results showed that the quality of the clinical learning environment and supervision is related to the quality of the student-patient relationship.

Developing a postgraduate distance learning course for diabetes: Which learning materials help students achieve the intended learning outcomes?

Janet Jarvis (University of Leicester)

Global prevalence of diseases such as diabetes is reaching epidemic proportions requiring countries to consider strategies for training large numbers of healthcare professionals. Distance learning is an attractive option because it offers convenience, flexibility and equity of access for learners. This poster presents the development of a distance learning course for diabetes, focusing on the learning materials utilised and their effectiveness for supporting learners to achieve intended learning outcomes. Evaluation shows that learners rate learning materials higher when there is interaction from tutors and peers. Materials requiring more self-directed study are often used infrequently. Implications for educational development will also be explored.

Prescribing: An undergraduate curriculum for Obstetrics and Gynaecology

Therese Kinsella (St Michael's Hospital)

Despite the introduction of the Prescribing Safety Assessment (PSA) in 2015, our 4th year medical students reported a lack of prescribing teaching in their undergraduate curriculum. We designed, delivered and are in the process of evaluating an Obstetrics and Gynaecology prescribing course, using evidence-based teaching methods. Our results showed an increase in confidence in prescribing blood products, analgesia, anti-emetics, antibiotics, IV fluids and thromboprophylaxis. We demonstrate that using O&G specific cases when teaching generic

prescribing skills is invaluable to our students when they qualify.

A call to equip our pre-registration students for the digital health revolution!

Alison Hampson (University of Cumbria)

This poster presentation defines why it is essential to equip our pre-registration students with Digital Health skills. In the context of workforce shortages, the recent NHS Long Term Plan (DoH 2019) and growing public demand for technology, healthcare professionals need to adopt new ways of working. Institutional cultures can be hard to change, however, our students are potentially very useful change agents. Higher education institutions have the ability to positively influence practice in the NHS and Care Systems by supporting students to be digitally confident and competent. Potential areas for inclusion in the curriculum will also be explored.

Student-patient relationship and associated factors: A 10-year comparison study

Arja Suikkala (Diaconia University of Applied Sciences)

Relationships with patients enable positive outcomes in students' learning especially in the areas of person-centred care and acting as patients' advocates. The aim of this study was to repeat a survey conducted in 2005-6 among Nursing students and patients in order to compare the findings with regard to students' and patients' views of Nursing student-patient relationship and associated factors. The data were collected using the same questionnaires and procedures in both cases. Within this ten year period patients have taken a more active role in clinical education but students' views have remained quite stable over time.

Poster Session 3: 4 September 2019, 10.45 - 11.30

Implementing Collaborative Learning in Practice Community Cluster model of learning for adult student nurses working in community settings

Jane Bunce (Health Education England)

With the frequent closure of nursing homes and nursing beds in residential homes there is a challenge within Devon, Cornwall and Somerset to place those needing care closer to home. This workforce shortage is possibly because of difficulties in recruiting qualified nurses to these settings. Health Education England, working with Plymouth University School of Nursing, established the CLiP model in pilot community settings (including GP) across Devon, Cornwall and Somerset. Through this pilot activity there is an opportunity to allocate an increased number of learner nurses to primary and community care settings.

Preventing empathy decline in medical students: Experiencing the patient journey

Lindsay Muscroft (University of Warwick)

Evidence shows that empathy towards patients can decline as students progress through medical school. We are currently piloting an activity where students shadow patients on their journey to outpatient appointments, and experience them from the patient's viewpoint, to see what effect this has on their empathy towards patients.

Storytelling in the clinical simulation environment

Gareth Parsons (University of South Wales)

Nurse Education has a pivotal role to play in nurturing the qualities of care and compassion, and one way of achieving this is to utilise patient stories. We produced a short story about a real patient's experiences of care and using QR codes built a learning resource in the form of a story walk linked to different locations around our Clinical Simulation Suite. Nursing students follow the patient's journey from diagnosis to discharge, listening to audio recordings recounting the patient's experience of care in her own voice. Development of the story walk and findings from the educational intervention will be described.

EduPLAYtion: Utilising playful learning and gamification to enhance engagement and learning in Medical Education

Bethan Yates (Exeter Medical School)

This project aims to Identify and implement an engaging, evidence-based virtual learning tool into the Exeter Medical School curriculum. This Innovative Education Incubator programme has three stages which will culminate in creating a student-centred resource which will explore emerging and exciting concepts such as gamification and digital badging.

Celebrating 100 Years of Learning Disability Nursing

Samantha Beech (Keele University)

Learning Disability Nursing will celebrate 100 years of being a registered and certificated field of the nursing profession. To mark this important event, a commemorative mosaic plaque was produced with local people with learning disabilities, lecturers, learning disability nurses, learning disability nursing students and a local artist. This poster will present how using Arts-based approaches can be utilised within an educational context to enhance the learning and development of student nurses. This will also highlight the benefits of enabling students to collaborate with people with learning disabilities and clinicians to produce a lasting artefact.

A self-management education programme for adults with asthma in Saudi Arabia

Hamad Dailah (University of Salford)

This poster describes an initiative in Saudi Arabia to improve a patient's self-management of asthma. Pre and post training surveys indicated that the education programme was effective and increased the patients' confidence in self-management of their asthma. Results to date suggest that the

bespoke education is relevant and provides the necessary knowledge to increase confidence and patient activation towards disease self-management and reducing complications. Longer term follow-up data and qualitative interviews will have been completed in February 2019. It is anticipated that these results will confirm the educational programme is suited to the Saudi Arabian context, improves knowledge and increases confidence in the self-management of asthma.

Delivery of a preliminary clinical evaluation web-based short course in Finland
Lisa Pittock (Canterbury Christ Church University)

Abnormality detection schemes in Radiography have existed in the UK since the 1980s to aid patient triage. Following professional body guidance a PCE (preliminary clinical evaluation) scheme is now recommended where radiographers provide a brief description of imaging findings to the referrer when an immediate definitive report is unavailable. PCE teaching is undertaken in undergraduate Radiography programmes in the UK but this is limited outside of the UK. To improve PCE knowledge radiographers in Finland undertook a short course using blended learning from a UK university. Pre and post-course test banks were used to assess performance.

Co-producing the new NMC curriculum: Students as full partners
Iwan Dowie (University of South Wales)

Co-production has an ethos that the student is a full partner in their own education, which McCulloch described as 'being engaged in a cooperative enterprise focused on the production, dissemination and application of knowledge'. Co-production is defined as placing service users (the students) at the same level as the service providers (Farelly, 2014) with power balance shifting away from the traditional lecturer and student relationship. In 2020, nursing will have a new curriculum (NMC, 2018). Although students have always been involved in curriculum design in previous iterations, their role has been largely passive. The planning team gearing for validation of the 2020 curriculum

wanted to ensure students were not just a token participatory group.

Nurse academic identities and contributions to clinical practice: An appreciative inquiry
Clare Corness-Parr (Keele University)

The aim of the project behind this poster was to explore nursing identities with a group of nurse academics who were engaged in supporting the clinical practice environment, to explore how nurse academics perceived their contributions to the CPE, from an emancipatory perspective to understand how nurses in practice perceive those contributions of nurse academics to the CPE.

The Learning Disabilities Nurse's role in the assessment and promotion of acute physical healthcare within the community
Chris Turner (Northumbria University)

Second year students at Northumbria University undertook a module of study on Acute Changes in Health and Behaviour in Learning Disability Care. Research carried out by the cohort evidenced a prevalence of premature death across the life span of individuals with a learning disability. This poster presentation is a case review highlighting required learning outcomes for effective nurse education and practice.

Is it important to spread spirituality dimension skills throughout Nursing Education?: A systematic review
Priscylia Maria Sandehang (Universitas Pelita Harapan)

Are you brave enough to promote the spiritual dimension for the patient? Do you understand spiritual dimension skills? Have you taught them to your students? It sounds weird, but spiritual dimension is important for people's health. We as health educators or nurse educators do not have sufficient knowledge in this area. This poster will share some of the key spiritual dimension skills you may find useful.

Getting to the point? Embedding near patient testing (point of care) within the undergraduate Nursing curricula

Karen Giles (University of Sunderland)

Nurses are increasingly required to develop new skills and both adopt and lead new developments in care pathways. With advancements in technology, the ability to use diagnostics that were once in the confines of the laboratory are now becoming part of everyday practice through being available at the point of care delivery, and have the potential for even greater change with the advancement of the genomics agenda. Equipping our future workforce with the knowledge and skills not only to perform these effectively but to influence adoption is considered essential and the aim of the innovation described in this poster is to embed near-patient testing awareness, knowledge and skills across Adult, Learning Disability and Mental Health nursing programmes within one university.

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

Vivien Perry (Northumbria University)

There is a paucity of research relating to students being required to demonstrate good character in Midwifery Education. Research and discussion pieces focus on competence, conduct, behaviours and attitudes in the clinical workplace (David & Ellson, 2015; McLaren et al, 2015; Haycock-Stuart et al, 2016). There are no empirical studies that explore Midwifery students' understanding and experiences of good character or how their social and cultural background impacts upon this. The impact of social background on students' experiences of higher education programmes has been clearly identified (HEFCE, 2015). Exploration to determine if social class also impacts on students' experiences and perceptions of demonstrating good character whilst off-duty would add new knowledge to the subject and be invaluable to those who support student midwives.

Post-registration Acute Paediatric Nurses' perceptions of simulation education and views on programme development

Maeve Murray (Northern Health and Social Care Trust)

Simulation-based education needs to have multi-professional participation to achieve the goal of developing expert teams and testing systems and structures. Nurses are an integral part of that team but may not be keen to participate in simulated learning, devaluing learning opportunities. This survey explores post-registration nurses' perceptions of and attitudes towards simulation-based education. It also asks what might encourage enthusiastic nursing participation in simulation-based education.

Co-Link: A mobile app connecting medical learners at all stages

Martin Cohn (Imperial College London)

Bedside learning is a critical clinical learning tool, compared to more formal teaching (via lectures and tutorials), and has the capacity to allow for first-hand encounters of relevant conditions in a clinical setting. However, learning opportunities for specific conditions of great educational relevance may often be missed. Creating a link between clinicians, medical students and tutors to share availability of such opportunities would be a key ingredient of success for bedside learning. To this end, 'COLINK' a mobile app is being developed, whose primary aim will be to improve efficiency and optimise management of access to critical clinical learning experiences. This poster will explore the app and its uses in more detail.

The effects of a phased approach to practice upon Adult Nursing students

Megan Curry (University of Sunderland)

Do you remember the first day of your first placement? Do you remember how you felt? What was your experience? How well prepared were you? This research project aims to understand the student experience and the impact on confidence and resilience of student nurses through the development of pre-placement taster days.

Are you listening? Student nurses' experiences of formative audio feedback: A qualitative study

Donna Lewis (University of Wolverhampton)

Audio feedback which is underpinned by social constructivism and can promote and enhance deeper approaches to learning (Vygotsky, 1978) and is flexible, accessible, personalised and easier to understand. But audio feedback predominantly has been used within educational disciplines (Merry and Orsmond, 2008; Lunt and Curran, 2010). There is a lack of published nursing literature in relation to formative audio feedback (Haxton and McGarvey, 2011; Bourgault, Mundy and Joshua, 2013) and there is justification for this innovative research study. The aim of the research project behind this poster was therefore to gain insight into, describe and analyse the experiences of pre-registration adult student nurses in relation to formative audio feedback.

"Oh, the places you will go!" Developing teaching practice to improve the student experience

Julia Robinson (University of Central Lancashire)

This poster will illustrate the use of a variety of teaching and learning strategies to engage Pre-registration Nursing students. Through the theme of Dr Seuss quotes and illustrations, the poster will highlight the importance of acknowledging students' prior learning, which can be developed and built upon by the art of challenging concepts and encouraging collaboration through a combination of inclusive teaching techniques. It explores the journey of a new academic implementing a variety of teaching tools including the use of aesthetic multi-sensory approaches.

The NURS-kit community simulation scenario for novice student nurses: A realist evaluation study
Judith Benbow, Susan Ward and Clare Hawker (Cardiff University)

Simulation plays an important part in the education of Nursing students. Simulation for community settings has not developed at the same pace as hospital-based acute care scenarios. The purpose of the project behind this poster is to evaluate three community-based simulation scenarios, developed as part of the iSPAD Erasmus+ project in Malta and across ten other European Universities. Reported will be the early findings from the evaluation of the novice student nurses' scenario, developed by Cardiff University Wales, University of Molise Campobasso, Italy and Turku University of Applied Sciences, Finland. The unique findings will inform evidence on student nurses' community-simulation learning.

Using technology to challenge a negative narrative: The use of blogs to document students' journeys
Janet Hunter (City, University of London)

The introduction of the Nursing Associate Programme in England prompted a strong reaction from the press, educationalists and some areas of practice. The students found themselves defending their position within this new role. This poster addresses an educational intervention to support the students by documenting their journey. This encouraged the identification of achievement, successes and provided a safe environment for them to reflect on their experiences.

Tough topics in Medicine: A peer-reviewed, interactive online resource to enhance student learning
Helen Wallace (University of Liverpool)

A peer-reviewed learning resource has been developed to enhance student learning. The resource consists of topics that have been shown to be challenging to medical students. Each topic consists of a complete online package providing different learning approaches with a common structure. The aim of this poster is to outline the resource, and present initial data from a cohort of graduate year 2 medical students on the impact on learning obtained from assessment attempted before and after the resource has been accessed. The resource has the potential to be accessible for all Healthcare Education both nationally and internationally.

Embedded training for undergraduate Children's Nursing students to increase self-leadership, personal autonomy and emotional agility skills
Catherine Hewitt (London South Bank University)

Undergraduate student nurse programmes are multifaceted and can trigger stress, anxiety and burnout, with many students not seeking support to help with these challenges. There are many barriers to seeking support during undergraduate nurse training. In an attempt to eliminate these barriers, London South Bank University embedded a session 'Self Leadership and Personal Autonomy for Children's Nurses', into the curriculum for 2nd year student children's nurses. This poster presentation, delivered by a mental health and wellbeing team aims to investigate if and how students benefitted from the curriculum-embedded session and what future support students would find helpful during their Nursing training.

Modernising the OSCE assessment in Veterinary Nursing Education – a Collaborative Approach
Tina Moore (Middlesex University)

For some time, the staff at The College of Animal Welfare within the United Kingdom has become increasingly dissatisfied with the

traditional approaches to assessing clinical competence. Current methods are out of date, do not facilitate deeper learning nor enable students to be 'fit for practice' or 'ready for employment'. This collaborative study aimed to address those concerns.

Using forum theatre to support the development of evidence-based practice in student speech and language therapists

Gillian Rudd and Wouter Jansen (Birmingham City University)

Student healthcare practitioners have limited time in which to develop competence and confidence in delivering patient-centred, evidence-based care to service users who present with a wide range of needs and concerns. Arguably more informed than ever, service users often present with information sourced online, which practitioners need to be able to review and discuss, both in relation to the service user's perspective, and the relevant research. This poster presents student and staff evaluation of a new forum theatre simulation based on real-life experience, designed to consolidate teaching, whilst also supporting students to better respond to these situations in clinical practice.

Involving the 'unusual suspects': Action learning as an approach to develop a learning culture among non-clinical staff in a hospice setting

Julie Luscombe (Jersey Hospice Care)

Action learning is an approach that encourages teams to come together and share learning whilst understanding and using each other's strengths. The focus is on sharing questions to help colleagues arrive at their own solutions. Within any healthcare setting, there is a complex and diverse non clinical but often patient-facing infrastructure required to support the delivery of excellent care. This poster will present the challenges and benefits of introducing two pilot action learning sets

within a hospice setting as a tool to engage and value the essential, often hidden, 'unusual suspects' behind the scenes of delivery of healthcare.