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Symposia abstracts 5 September 2019, 09.45-11.15

Authentic activities to enhance postgraduate healthcare student employability

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ROOM: CBA1.098

Authentic learning involves learning, teaching and assessment activities that allow students to explore and discuss problems and projects that are relevant to the learner and real-world contexts. In developing the future healthcare workforce, it is important to ensure that learning is authentic, to equip students with practical and useful skills and to enhance their employability and effectiveness. This symposium aims to share three examples of where authentic activities have been implemented in Postgraduate Healthcare Education, namely work-based learning including virtual placements and apprenticeship models; employability skills badging to enable students to articulate key skills; and practice-based research and real-world dissemination.

Empowering through Authentic Experience: Dramatic, digital, and

improvement approaches to enhance learning

Fiona Bastow and Mr Bruce Harper-
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ROOM: CBA1.099

Paper 1 explores the impact of a theatrical production, based on a real story, aimed at enhancing student nurse understanding of the challenges individuals face in accessing services. The play is based on the author's experience as carer for their son, exploring mental health, alcohol use and navigating a disintegrated health and social care system. Students felt this was a powerful and authentic experience that helped them to develop empathy and deeper understanding of their nursing role. Paper 2 focuses on an interactive workshop that uses virtual reality technology to immerse the learner into a virtual 360 degree world. Participants experience symptoms that a person with dementia might experience in an acute ward environment, and is designed to improve the participant's knowledge and understanding and result in improved attitudes and patient centred

care. Paper 3 focuses on the evaluation of an innovation that promotes leadership through quality improvements (QI) developed by nursing students. Students are ideally placed to identify opportunities for QI as they progress through diverse placement areas. Students are empowered to create and lead innovative solutions, developing viable QI proposals. This has been well received and student QI proposals have been successfully implemented in practice.

Black Asian and Minority Ethnic student and staff experiences in Nurse Education

Beverley Braithwaite and Maleka Harcharran

University of Hertfordshire

ROOM: CBA1.100

Widening participation has seen an increase in BAME students attending university to study Nursing. This can only be a positive move as the patient population has become more diverse. Nurse Education must assure that the nursing workforce represents this diversity. Unfortunately, inequalities in society that BAME groups experience is reinforced in universities by the systems, processes and people who inhabit them. We struggle to bridge the educational attainment gap that exists between white and BAME students. BAME students and staff experience being treated differently based on an unconscious bias at its worse institutional racism. This symposium will look at what is happening, why it happens and what can be done to address it.

Learning to be integrated: Experiences of curriculum change across Social Work, Allied Health and

Nursing and Midwifery undergraduate provision in a UK university

Claire Walsh, Christine Smith, Helen Bywater and Sarah Crowther
Sheffield Hallam University

ROOM: CBA1.021

This symposium explores 'why integration matters' and where interprofessional pedagogy meets learning to be integrated. Integrated care provides a huge challenge to education providers in preparing the future workforce. Clouder et al (2017) note that workforce development to deliver integrated care relies on educational infrastructures to produce flexible, responsive leaders, able to enter the workforce as collaborative practice-ready practitioners, ready to engage in new roles with new expectations. Sheffield Hallam University provides this through a new integrated care curriculum for undergraduate courses, built on strong partnership working, shared vision and co-production values. The Integrated Care and Support Pioneers Programme (PIRU, 2015) highlighted significant barriers to integration, including difficulties in breaking down professional roles, lack of shared awareness in language, conceptions of health and wellbeing ways of working and significantly educational curricula. The adult social work focused Government Advice Note (Cooper 2017) stressed that "social work is essential to integration". Sheffield Hallam University has successfully delivered interprofessional education (IPE) across all health and social care professional registration courses for a number of years now building on success to 'future proof' curricula

