

TIMINGS		4 September - Day 2								TIMINGS
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	Westminster Theatre								09:30-9:45	
	Welcome									
09:45-10:45	<p>Keynote: Just listening isn't enough anymore – it's time to trust your students</p> <p>Jonathan Stephen, President, University of Huddersfield Students' Union</p>								09:45-10:45	
	Refreshments									
	Poster presentations session 3: : Chancellor's Open Space									
	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: EduPLAYtion: 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>3A6: A self-management education programme for adults with asthma in Saudi Arabia, Mr Hamad Dallah, 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: 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> <p>3B3: Co-producing the new NMC curriculum: Students as full partners, Mr Iwan Dowle, University of South Wales</p> <p>3B4: Nurse academic identities and contributions to clinical practice: An appreciative inquiry, Mrs Clare Corness-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>				10:45-11:30	
	Themed session 3									
	Room CBA0.061	Room CBA0.060	Room CBA0.007	Room CBA0.013	Room CBA1.021	Room CBA1.098	Room CBA1.099	Room CBA1.100	Room CBA1.102	
	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: Developing the future healthcare education workforce	Strand 3H: Education in clinical practice and practice development	Strand 3I: Educational enhancement	
	Convenor: Phil Keeley	Convenor: Liz Clark	Convenor: Abbie Fordham Barnes	Convenor: Gary Rolfe	Convenor: Celia Brigg	Convenor: Craig Philips	Convenor: Julie Luscombe	Convenor: Amanda Kenny	Convenor: Sally Bradley	
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 Martina Brown, 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 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>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 Allbone, Royal Brompton and Harefield Hospital, and Mr Bill Whitehead, University of Derby</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 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>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>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 Waite, 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 Bolton</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 Bridging studies: Promoting employment of immigrants in the Social and Health Care sector in Finland Mrs Päivi Rimpioja, Ms Aino Ezeonodo and Ms Päivi Lehtinen, Metropolia University of Applied Sciences</p> <p>3Gii 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>3Giii Social service, health sciences and rehabilitation teachers need more education concerning their digipedagogical competence Iina Ryttilä, University of Turku</p> <p>3Giv Finding clinical academic identities in complex systems Dr Stefan Cantore, University of Sheffield</p>	<p>3Hi 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>3Hii How do undergraduate Nursing students learn in the hospital setting? A scoping review of conceptualisations, operationalisations and learning activities Mrs Malou Stoffels, Amsterdam UMC</p> <p>3Hiii Promoting Nursing students' competence development during the clinical practicum: A randomised controlled trial Mrs Camilla Strandell-Laine, Novia University of Applied Sciences</p>	<p>3Ii Assessment of clinical reasoning skills in the Nursing student selection Miss Jonna Vierula and Dr Kirsi Talman, University of Turku</p> <p>3Iii Education rounds: A tool to enhance education and learning in practice Ms Natalie Hobery, University College London Hospitals</p> <p>3Iiii How does participation in an innovative Public Health learning tool influence understanding, skills and subsequent PH practice? Dr Daiya 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: : Chancellor's Open Space									
	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 Maeve Murray, Northern Health and Social Care Trust</p> <p>4A2: Co-Link: A mobile app connecting medical learners at all stages, Dr Martin Cohn, Imperial College London</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: 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: Modernising the OSCE assessment in Veterinary Nursing Education: A collaborative approach, 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									
	Room CBA0.061	Room CBA0.060	Room CBA0.007	Room CBA0.013	Room CBA1.021	Room CBA1.098	Room CBA1.099	Room CBA1.100	Room CBA1.102	
	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: Using simulation to enhance learning	Strand 4I: Social, economic and policy drivers in healthcare education	
	Convenor: Karen Holland	Convenor: Sally Bradley	Convenor: Craig Philips	Convenor: Jackie Leigh	Convenor: Patricia Bradley	Convenor: Amanda Kenny	Convenor: Kathryn Hinsliff-Smith	Convenor: Andy Melling	Convenor: Heather Ingram	
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 Allan, 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 Aitkenborough 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 Emotional intelligence of Nursing applicants and its relation to academic performance Dr Kirsi Talman, University of Turku</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 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 Smailley, University of York</p>	<p>4Ci Change and transformation: Exploring variations in learning during a study abroad journey Dr Debra Morgan, Northumbria University</p> <p>4Cii Validating external capability development using parametric models Professor John Clayton, Te Whare Wananga o Awanuiangi, and Ms Yang Gao, Tianjin City Vocational College</p> <p>4Ciii Professional competence of graduating nurse students in Europe: PROCOMPurse project Dr Sanna Koskinen, University of Turku</p>	<p>4Di Curriculum in the age of Industry 4.0 Dr Karmaran Fathalla, 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>4Ei An intervention study on peer learning Miss Yvva 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 and Mrs Judith Jackson, Canterbury Christ Church University</p> <p>4Eiii Student nurses' experiences of receiving verbal feedback within the clinical learning environment Mrs Cathrine Darham 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 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 Siân 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 The 'High-Five Style' method of pedagogy: Levelling the competitive playing field for diverse students Dr Natruedee Potiwat, De Montfort University</p>	<p>4Hi Enhancing paediatric Radiography education through the use of simulation Mrs Michelle Elwood, University of Leeds</p> <p>4Hii Using simulation to enhance learning Mrs Lisa Merrett and Dr Rachael Sales, The University of the West of England</p> <p>4Hiii 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>4Ii Exploring the politics and fantasy surrounding patient involvement policy in Nurse Education Dr Nickey 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>4Iv 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	