30th International Networking for Healthcare Education Conference
Keele University
3-5 September 2019

Themed session abstracts
Strand 3A-3I: 4 September 2019, 11.30-13.30

Strand 3A: Developing the future healthcare education workforce
11.30-13.30, 4 September 2019
ROOM: CBA0.061

An action research project to explore the challenges faced and needs of Nursing apprentices at the commencement of their programme

Lesley Turner, Solent University

Research paper, ROOM: CBA0.061
Attrition is highest in the first year of Nursing programmes and can exceed 30% overall (HEE 2018). Approved education institutions (AEIs) are being asked to look at ways to reduce attrition (Parliament 2018). This study explored the academic needs of apprentices commencing Trainee Nursing Associate and Registered Nursing Degree Apprenticeship courses. Questionnaires and focus groups with Nursing apprentices (n =13) were held to identify content for the development of an online learning package. The areas identified included academic writing, referencing, literature searching and physiology. The resources were evaluated and the participants' suggestions for improvements captured. This study highlights the need for pre-course preparation for apprenticeship students.

Characteristic of Nursing Education in Indonesia: Should it be vocational or professional?: A systematic review

Priscylia Maria Sandehang, Universitas Pelita Harapan

Research paper, ROOM: CBA0.061
What makes Nursing truly professional, as opposed to vocational? Nurses need to be qualified, and acknowledged as such. Every day, we administer medical assistance and fight for people's lives. The Nursing workforce needs to be fully prepared and trained, with a strong educational foundation, in order to create highly qualified and professional nurses all over the world. However, in many parts of the world, the training of nurses is unsatisfactory and needs to be developed. In this presentation, we will look at the specific difficulties faced by Nursing educators in Indonesia, and consider whether vocational or baccalaureate pathways to Nursing could be considered.

A realistic evaluation study exploring the nurse degree apprenticeship journey

Julie Derbyshire, Wendy Parry and Debra Porteous, Northumbria University

Research paper, ROOM: CBA0.061
This session will discuss a realistic evaluation study that is exploring the experiences and progress of students during an 18-month Nursing Degree Apprenticeship programme. The findings of the study will inform future degree apprenticeship programmes and the nurse education agenda.

Nursing Degree Apprenticeships: The way forward? Our lived experiences

Paul Sewell, Norfolk and Norwich University Hospital

Issues for debate paper, ROOM: CBA0.061
This session will provide a case study of our lived experiences of developing, piloting and delivering the Nursing Degree Apprenticeship (NDA) at the University of East Anglia (UEA) over the last 18 months. It will share how UEA have responded to local Trust workforce planning needs, and worked in partnership with the Trusts to provide an innovative NDA. Lessons learned from evaluative feedback from colleagues within our own institution, partner Trusts, and the apprentices themselves will be shared and will provide a focus for discussion.

Strand 3B: Education in clinical practice and practice development
11.30-13.30, 4 September 2019
ROOM: CBA0.060

The LAUNCH Project: Enabling practice and leadership development for digital health technology innovation

Katherine Curtis, FHSCE, Kingston University and St. George's University of London
Sheila Brooks, Bournemouth University

Research paper, ROOM: CBA0.060
Professional development for delivery of high quality, personalised and innovative healthcare is essential for meeting the multiple complex needs of rising numbers of older people. Digital Health Technology (DHT) improves communication efficiency for nurses working with older people; enabling faster and more accurate recognition and reporting of risks. However, there are many hurdles to overcome in the successful innovation of DHT in older person care environments. Using appreciative inquiry (AI), The LAUNCH Project uncovers a new practice development step-process for nursing leadership of DHT innovation that is pivotal to the successful launch, sustained engagement and transformation of care in nursing homes.

A connecting platform: How Facebook has enhanced shared learning and reflection for clinical nurse educators in the UK

Helen O'Toole, Royal Marsden Hospital, Elizabeth Allibone, Royal Brompton and Harefield Hospital
Bill Whitehead, Derby University

Innovation paper, ROOM: CBA0.060
Facebook has emerged as a networking platform and career development tool

for the UK Clinical Nurse Educator Network. As this digital platform usage increases, key themes have emerged to sharing best practice, supporting and developing nurses new to the clinical educator role and connecting educators working on similar projects to enhance practice development. As digital education becomes more prominent in healthcare, this Facebook community demonstrates that learning and reflection can take place remotely whilst still enhancing collaborative working. Nurse educators play a vital role in enabling staff to develop their clinical skills and knowledge, linking theory to best practice.

The educational requirements

necessary for clinicians to share diagnostic imaging with patients

William Allenby Southam Cox, The University of Portsmouth

Research paper, ROOM: CBA0.060
Radiology services are rapidly changing, both as a result of industry technological innovations and the shift in the broader healthcare agenda towards patient-centric care. In particular, it is becoming easier to share patients' diagnostic radiological images with them. Are clinicians adequately prepared to take advantage of the potential benefits of this emerging opportunity? And what pitfalls should they be wary of?

Strand 3C: Partnership working
11.30-13.30, 4 September 2019
ROOM: CBA0.007

Developing interprofessional safeguarding conferences as a method for delivering interprofessional education to a large group of Health and Social Care students

Helen Wightman and Suzy Plows, University of Nottingham

Innovation paper, ROOM: CBA0.007
Safeguarding in the UK and other countries is designed to prevent and protect vulnerable members of society. Organisational structures within safeguarding, therefore, require expertise in effective interprofessional collaboration. Safeguarding Education is delivered to health and social care students within a university-professional setting and with differing levels of content. Often focusing on procedures and policies and acknowledging effective interprofessional working; it may not be taught within an interprofessional forum. Interprofessional safeguarding conferences, supported by professional safeguarding experts were used to deliver interprofessional education with a focus on communication, effective team working and safeguarding principles.

Support4Nurses: NHS Acute Hospital Trust and local university partnership to improve the retention of registered nurses

Janet Scammell, Steve Tee, Sharon Doherty and Sarah Collard, Bournemouth University
Susan Higgins, Royal Bournemouth and Christchurch Hospital Trust

Research paper, ROOM: CBA0.007
Nurse retention is a global concern as the increase in demand for more nurses rises to meet the numbers needing care. To address this need, a partnership was formed between one university and NHS Acute Hospital Trust to co-create an evidence-based digital portal and interactive tool (Support4Nurses) to aid nurse retention. Support4Nurses was designed around an evidence-based model 'TRACS' which comprised five key elements known to influence nurses' decisions to leave or stay in the profession: transition, resilience, authentic leadership, commitment and support. Three key recommendations in building a successful research partnership are communication, commitment and compromise.

Skill development through peer support to future supervision in Nursing

Erica Bellamy and Melanie Pope,

University of Derby
Innovation paper, ROOM: CBA0.007
After this session delegates will have gained an understanding of the University of Derby's approach to working in partnership with students to co-create programme communities, discussing the opportunities and challenges when developing approaches to peer-assisted learning. Students participating in this scheme have the potential to develop transferrable skills which translate to the new NMC standards for supervision in practice. The session encourages delegates to reflect on their own context, to debate and explore ways to introduce or enhance peer-support schemes, considering interdisciplinary application and the developmental scope of the new supervisory role of registered practitioners.

Strand 3D: Humanising healthcare education
11.30-13.30, 4 September 2019
ROOM: CBA0.013

Student nurses' attitudes to social justice and poverty: An international comparison

Richard Kyle, Edinburgh Napier University
Research paper, ROOM: CBA0.013
Student nurses' attitudes to social justice and poverty and the impact of pedagogical strategies to teach the determinants and patterns of health inequities are poorly understood. This study compared attitudes to social justice and poverty in two cohorts of students from the UK and US before and after learning about health inequities. US students were significantly more likely to have positive attitudes towards social justice and poverty compared to UK students. Significant positive changes in attitudes to poverty and social justice were observed only among US students. Specific elements of curricula that lead to positive attitudinal changes require further exploration.

Dignity-enhancing learning: A framework to educate

undergraduate Nursing students to deliver dignity in care

Sheila Douglas, University of Dundee

Research paper, ROOM: CBA0.013
Emotional literacy is a current topic of interest in healthcare. Empirically derived strategies for learning and teaching remain sparsely reported in the literature. This paper will report on findings from a critical discourse analysis of undergraduate Nursing students' reflective accounts of pedagogical moments in practice learning experiences. An ethic of care was evident by participants as were the concepts of moral agency and moral courage. Dignity-enhancing learning will be presented as a framework to implement the findings into an undergraduate curricula.

Preparation of neophyte student nurses to deliver compassionate care at the end of life: An evaluation

Kim Goode, Kathy Whayman and Eunice Sirkett, University of Hertfordshire

Innovation paper, ROOM: CBA0.013
The presenters of this session have been involved in adapting early modules for new student nurses. New input, in three of the four first modules, has focused on aspects of preparing the student to confidently and compassionately deliver care at the end of life. The Biological module includes a lecture on Physiology at the end of life. The Study Skills module includes three hours of lecture and seminar on developing emotional intelligence (EI). The Patient-Centred Care module offers specific input, including a learning-through-simulation session. These interventions have been evaluated and the results are presented here.

Nursing students' perspectives on preserving dignity in care

Rosemary Mullen, University of Glasgow

Research paper, ROOM: CBA0.013
This paper presents findings from a study exploring Nursing students' perspectives on 'people' and 'place' influences on the preservation of dignity in care. A total of 31 participants were recruited from a three-year undergraduate Pre-registration Nursing programme. Nominal Group Technique (NGT) was used and each participant attended one of five nominal groups. Following the NGT process of scoring and ranking, each group concluded with the identification of the group's 'Top 5' most important influences on dignity in care. Subsequent qualitative and quantitative content analysis identified 14 categories of influences, 12 of which concern 'people' rather than 'place'.

Strand 3E: Learning and teaching strategies
11.30-13.30, 4 September 2019
ROOM: CBA1.021

Transforming tutorials with formative assessment

Jill Morgan, Cardiff University

Innovation paper, ROOM: CBA1.021
This session will explore how simple innovative practices using varied types of formative assessment can facilitate deeper understanding and learning within a tutorial-based class. Additional benefits of improved engagement, attendance and student satisfaction are also highlighted; strengthening the call

for formative assessment opportunities within the curriculum, without overburdening the workload for staff.

Interface between educational design and technology: Standards-based assessment and marking models vs proprietary grading algorithms

Susan Shaw, Karina Donaldson, Denise Atkinson and Sue Walke, Auckland University of Technology
Issues for debate paper, ROOM: CBA1.021

This paper presents our reflection on and evaluation of an innovative project to calculate student grades on one platform based on data held on another learning and teaching platform. The development and implementation of this project is outlined along with gaps in understanding of educational design and grading practice. A pilot project resulted in students being awarded grades for courses of study that were inaccurate, had not been approved by the relevant faculty committees and were not calculated using the published model for marking. When these initiatives fail, the impact upon students is significant and data are presented to illustrate this along with analysis and an evaluation of the intervention. The faculty remains supportive of the overall desire to streamline practice and reporting and continues to engage with this project. Fundamental debates about assessment design and practice and default assumptions about grading models within software tools are presented with reference to international literature. Our approaches to address these challenges and keep moving forward are outlined along with recommendations for developing such innovations.

Evaluation of Module Assessment Group Support (MAGS): A qualitative interview-based study

Rob Monks, Sarla Gandhi and Angela Irving, University of Central Lancashire
Research paper, ROOM: CBA1.021

Individual one-to-one assignment supervision at UCLAN was replaced by Module Assessment Group Support (MAGS) in 2016/17. This was undertaken as a means of promoting equity, parity and transparency of module supervision for all students, whilst simultaneously addressing some of the proficiencies nurses would be required to attain as cited by both the QAA (2008) and NMC (2018). Key findings in this study show that overall staff perceived the transition from one-to-one academic supervision to MAGS as a rapid transformation, with limited time being afforded for preparation. This generated six main themes; rapid transition, preparing the ground, buying in and selling, operationalisation at ground zero, supplementary support for referred students, and spread of good practice.

OSCE Examiner training: The development of an interactive faculty development programme to reduce intra-examiner variability

Clive Gibson, Keele University
Innovation paper, ROOM: CBA1.021

It is recognised that there is variation between different OSCE examiners marking the same station. An interactive faculty development programme using video and blind marking has been developed to address this. Following group discussion about the individual scores, there was increased concordance between examiners and

standardisation of their allocated marks. Over a period of three years 327 doctors have attended examiner training; the results demonstrate that there is standardisation of the scores given by examiners although there is still variation between them. Despite this there are still examiners who mark using an 'internal' mark scheme rather than the allocated assessment criteria.

Strand 3F: Educational enhancement
11.30-13.30, 4 September 2019
ROOM: CBA1.098

Interpreting possible plagiarism using Turnitin by university nursing lecturers
Rosalind Grace, The University of Bolton
Research paper, ROOM: CBA1.098
This study asked senior university lecturers, to what extent they understand how to detect possible plagiarism. What elements are employed to interpret the software, Turnitin, to highlight similarities with other works and possible academic breaches. Findings suggest that Turnitin can only look at matching semantics. Academic assignments need a cognisant, experienced academic to understand nuances of cyber-cheating or possible plagiarism. Triggers that prompt further investigation of a piece of work suspected of plagiarism are varied, including the colour blocking of high originality sections. The interpretation of possible plagiarism isn't straightforward for staff which belies a consistent approach.

Medical professionals' knowledge, awareness and perception of radiation dose, protection and risk: Is it adequate for patients' informed consent?
Louise Burton, University of Derby
Research paper, ROOM: CBA1.098
The European Directive 2013/59/Euratom has increased the onus on medical professionals to include the risks of imaging studies using ionising radiation in their informed consent discussions with patients. Several studies have found that professionals do not have enough knowledge and awareness to be able to have this discussion. There is also differing opinions on who should attain this consent. This is a multi-professional issue given the advancement of practice and variety of referral sources in Radiology. This presentation aims to highlight the current level following a systematic review of the literature and the early stage results of this PhD project.

Taking the long way round: Barriers and enablers to student nurses using human factors in practice
Deborah Clark, Sheffield Hallam University
Innovation paper, ROOM: CBA1.098
What happens when student nurses try to transfer Human Factors knowledge and know-how acquired in a university setting into practice? Are they able to use the skills they have been taught? In this session, we will explore the findings of a research project which sought to answer this question. Barriers and enablers to students using Human Factors in practice will be shared and we will consider what essential ingredients are needed to facilitate integrating

Human Factors into healthcare and discuss if there is more educationalists can do to support the adoption of these principles and improve patient safety.

Examining ethics governance in Healthcare Education: Enhancement or encroachment?

Amanda Lees, Auckland University of Technology

Issues for debate paper, ROOM: CBA1.098

Is evaluating innovative curriculum enhancements just part of normal teaching practice, quality assurance, scholarship or research? These categorisations have implications for scholars, ethical review bodies and journal editorial boards. This session aims to ignite critical reflection and debate, drawing on current international critiques of ethical review processes and amalgamating findings of variance from a review of healthcare education journals. The resulting illustrative and analytical snapshot of the way enhancements in the curriculum are reported in the literature illuminates the relevance for scholars in the field of healthcare education.

Strand 3G: Developing the future healthcare education workforce
11.30-13.30, 4 September 2019
ROOM: CBA1.099

Bridging studies: Promoting employment of immigrants in the Social and Health Care sector in Finland

Päivi Rimpioja, Aino Ezeonodo and Päivi Lehtinen, Metropolia University of Applied Sciences

Innovation paper, ROOM: CBA1.099
According to the EU and the Ministries, the employment of highly educated immigrants has to be streamlined. The immigrants who have a higher education degree in social and healthcare accomplished outside of current country of living, especially outside EU/EEA, have difficulties obtaining a right to practice their profession in the EU. Bridging studies developed in the SOHE-Bridge project aim to develop a smooth and cost-effective process for nurses and other healthcare professionals to obtain right to practice a profession and to be authorised and employed.

Developing junior doctors into quality clinical educators of the future: A unique pathway to Associate Fellowship of the Higher Education Academy (AFHEA)

Katrina Anderson, Australian National University Medical School

Innovation paper, ROOM: CBA1.099
The reality of most hospital environments is that a large part of student teaching is undertaken by junior doctors who often lack education skills and formal connections to the university. In 2016, The Australian National University (ANU) Medical School and the ANU Educational Fellowship Scheme introduced a new "Teaching in Medicine" pathway leading to Associate Fellowship of the HEA. This was designed for doctors without formal university roles who train students in the clinical environment of a hospital or general practice. Across two teaching hospitals 40% of the junior doctor

cohort have signed up to the pathway keen to be mentored as future educators.

Social service, health sciences and rehabilitation teachers need more education concerning their digipedagogical competence

Lina Ryhtä, University of Turku
Research paper, ROOM: CBA1.099
It is required that students learn essential skills during their education and that teachers must be digipedagogically competent in order to be able to teach these skills. Digital, defined as a competence, is having knowledge about relevant digital technology and having the necessary skills to utilise it. It is also important to have ethical competence concerning the digitalisation of education. This study found that teachers had some knowledge about the possibilities that digitalisation can offer, but that teachers are not yet using this digital technology to its greatest extent.

Finding clinical academic identities in complex systems

Stefano Cantore, University of Sheffield
Research paper, ROOM: CBA1.099
More than 100 Post-Docs are clinically active healthcare researchers in the Wessex region and to support them Wessex HEE set up a Post-Doc network. It became clear that individuals had differing and challenging job mixes, descriptions of a clinical academic, and how they perceived themselves within their NHS and academic environments. The group felt isolated, frustrated, and exhausted in their quest to improve clinical care at a time when resources are finite. Turning this negativity into an opportunity for research the network agreed to a year-long co-designed action research project to: inquire into individual practice; understand shared journeys; enable leadership development; and build change agency skills and mindsets. This session will provide an overview and evaluation of this initiative.

Strand 3H: Education in clinical practice and practice development
11.30-13.30, 4 September 2019
ROOM: CBA1.100

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

Jane Bunce, Health Education England and Graham Williamson, University of Plymouth
Research paper, ROOM: CBA1.100
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 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.

How do undergraduate Nursing students learn in the hospital setting? A scoping review of conceptualisations, operationalisations and learning activities

Malou Stoffels, Amsterdam UMC location VUmc

Research paper, ROOM: CBA1.100
Despite its relevance to Nursing Education, many gaps in our knowledge about clinical learning and terminology to describe it remain. A scoping review was conducted to provide insight in conceptualisations and operationalisations of 'clinical learning' in the literature, and to synthesise study outcomes in terms of learning activities. The small number of high quality studies hampered a comparison between concepts. The importance of autonomy, social learning, and the cognitive appraisal of learning was

revealed. More research is needed on formal and informal components of learning and the interplay between behaviours and cognitions. Clarity about terminology and learning outcomes is warranted.

Promoting Nursing students' competence development during the clinical practicum: A randomised controlled trial

Camilla Strandell-Laine, Novia University of Applied Sciences

Research paper, ROOM: CBA1.100
This presentation will explore the effectiveness of the novel mobile cooperation intervention in improving the competence development of Nursing students during the clinical practicum. The session will also provide an overview of the implementation of a complex intervention in the authentic clinical learning environment of Nursing students.

Strand 3I: Educational enhancement
11.30-13.30, 4 September 2019
ROOM: CBA1.102

Assessment of clinical reasoning skills in the Nursing student selection

Jonna Vierula and Kirsi Talman, University of Turku

Research paper, ROOM: CBA1.102
This theme paper focuses on the assessment of clinical reasoning skills in Nursing student selection. Two methods, scoping review and focus group interviews, were used to describe clinical reasoning skills as part of the undergraduate Nursing student selection. This session will be of interest

to Nurse Educators and an audience interested in the development of Nursing student selection which itself is a societal phenomenon.

Education rounds: A tool to enhance education and learning in practice

Natalie Holbery, University College London Hospitals

Innovation paper, ROOM: CBA1.102
Healthcare across the globe is experiencing increasing service demands which are influencing new models of care. To support such

changes, the UK has seen the introduction of the Nursing Associate role as well as a drive to increase healthcare apprenticeships. The result is a vast array of learners in practice with a breadth of learning styles. Ensuring clinical environments are conducive to learning is therefore vital to support students' and staff experience of learning in practice. This paper presents an educational innovation known as 'Education Rounds' developed in a large London NHS trust. Development, implementation and early impact findings of the innovation will be shared. Further evaluation is planned after 12 months to determine impact on student experience, placement-related attrition and choice of first destination employment.

How does participation in an innovative Public Health learning tool influence understanding, skills and subsequent PH practice?

Dalya Marks, London School of Hygiene & Tropical Medicine
Innovation paper, ROOM: CBA1.102
Public Health (PH) teaching largely involves traditional didactic lecturer/student interactions offering limited opportunities for experiential learning. The PH curriculum did not offer innovative approaches to the art and science of PH. Practitioners require additional skills (advocacy, communication, influencing, negotiation and leadership) accelerated post-shift to local government. The Perspectivity PH game evolved from this imperative. This learning tool focuses on developing an appreciative understanding of behaviours, exposure to systems thinking and encourages new approaches to tackling complex situations. Players are immersed in random situations, with minimal rules, to see how they react and strategise to succeed.