

TIMINGS		2 September 2021 - Day 2					TIMINGS	
05:45	Platform opens Main Auditorium					05:45		
06:00-06:50	Welcome  Keynote TBC					06:00-06:50		
06:50-07:00	Break, poster viewing and networking					06:50-07:00		
Themed session 4								
Room 1			Room 2					
Strand 4A: Learning, Teaching and Assessment Strategies			Strand 4B: Educational Enhancement					
07:00-08:20	<p><b>4A</b> Implementing assessment for learning using a whole programme approach Andrea Cockett, Kings College London</p> <p><b>4Ai</b> Nursing students' perceptions of the taught content of programmes of study Andrea Cockett, Kings College London</p> <p><b>4Aii</b> Where did the interprofessional curriculum go? Revisiting and contextualisation Dr Susan Shaw, Dr Denise Atkins and Sue Walke, Auckland University of Technology</p> <p><b>4Aiv - Poster+</b> An independent study option: Developing autonomous practitioners in an undergraduate Diagnostic Radiography programme Vicky Hughes, University of Liverpool</p> <p>Panel-style Q&amp;A session (20 mins)</p>	<p><b>4Bi</b> Supporting students: Develop healthy conversation skills Dr Anne Mills, Bournemouth University</p> <p><b>4Bii</b> Humanising healthcare: Does role play as a patient enhance the learning of a health practitioner? Professor Deborah Starkey and Dr Mary Hannon-Jones, Queensland University of Technology</p> <p><b>4Biii</b> Nursing students' perception of the clinical learning environment: The importance of a supervisor Dr Christine Sommers and Ian Mambu, Universitas Pelita Harapan</p> <p><b>4Biv - Poster+</b> A Delphi study to identify whether Biomedical Scientists are adequately prepared for practice by their undergraduate studies and professional training Kathryn Dudley, University of Wolverhampton</p> <p>Panel-style Q&amp;A session (20 mins)</p>	07:00-08:20					
08:20-08:40	Break, poster viewing and networking					08:20-08:40		
Main Auditorium			Parallel Room					
08:40-10:10	Symposium 3 Development of evidence-base for healthcare student selection: structure, content and item development Jonna Verula and Dr Kirsti Talman, University of Turku			Symposium 4 Recruiting champions for repurposing unconscious bias in the higher education setting Zarah Abdullahi and Catherine Playfair, University of Suffolk				08:40-10:10
10:10-10:30	Comfort break and poster viewing					10:10-10:30		
Themed session 5								
Room 1		Room 2		Room 3		Room 4		
Strand 5A: Education in a global pandemic		Strand 5B: Learning, teaching and assessment strategies		Strand 5C: Learning, teaching and assessment strategies		Strand 5D: Key challenges for healthcare education		
Linking theme: Assessment		Linking theme: Inter- or multi-professional learning		Linking theme: Preparedness for clinical practice		Linking theme: Workforce development		
10:30-12:20	<p><b>5Ai</b> Transitioning assessment roles in Nursing: From research to reality Dr Jan Royal-Fearn, University of Derby</p> <p><b>5Aii</b> Being a 'Practical Assessment SatNav': How should we equip Academic Assessors for their role? Dr Louise Hunt, De Montfort University</p> <p><b>5Aiii</b> An evaluation of online examinations and remote proctoring for Pre-Registration Nursing students Dr Claire Ford, Dr Laura Park, Claire Leader and Susan Chilton, Northumbria University</p> <p><b>5Aiv</b> Student assessment experience during a global pandemic Alistair Tomlinson, Cardiff Metropolitan University</p> <p><b>5Av - Poster+</b> OSCEs in a pandemic Margaret Bernister and Sarah Partridge, University of Bradford</p> <p>Break (10 mins)</p> <p>Panel-style Q&amp;A session (25 mins)</p>	<p><b>5Bi</b> Taking Steps Together: Developing a model for Interprofessional Paediatric Education Sasha Ban, Northumbria University</p> <p><b>5Bii</b> Interprofessional learning through simulated scenarios Sarah-Jane Ketterer, University of Liverpool</p> <p><b>5Biii</b> TBC</p> <p><b>5Biv</b> The impact of interprofessional simulation on undergraduate Paediatric Health Care Professionals (medical and nursing students) Sasha Ban, Northumbria University and Dr Philippa Gault, Northumbria Healthcare NHS Foundation Trust</p> <p><b>5Bv - Poster+</b> Responding to the evolving needs of healthcare provider education: Rethinking the approach to professional education for healthcare providers for Integrative Healthcare Education Tania Xerri and Marianne Koh, York University</p> <p>Break (10 mins)</p> <p>Panel-style Q&amp;A session (25 mins)</p>	<p><b>5Ci</b> Using recorded scenarios to prepare students and placement staff for collaborative learning in practice trial and evaluation Professor Graham Williamson and Adele Kane, University of Plymouth</p> <p><b>5Cii</b> A window into the world of an MSc Advanced Clinical Practitioner apprentice: What is the reality? An evaluation of the use of a goldfish bowl technique to facilitate an educational workshop Catherine Fletcher and Catherine Gordon, University of Liverpool</p> <p><b>5Ciii</b> Qualified Practice: Do they really think they are ready? Findings from a qualified exploratory study Kim Sargeant, Keele University</p> <p><b>5Civ</b> Qualified Advanced Clinical Practitioners: Preparedness and relevance of research Rosie McCarthy and Dr Nicola Murrell-Scott, Liverpool John Moores University</p> <p><b>5Cv - Poster+</b> Enhancing student transition and engagement in Physiotherapy and Rehabilitation and Exercise Science at Keele University Victoria Pearsall, Keele University and Michael McCluskey, University of Liverpool</p> <p>Break (10 mins)</p> <p>Panel-style Q&amp;A session (25 mins)</p>	<p><b>5Di</b> Exploring the potential of the Nursing curriculum to develop nurses who are non-judgemental Su Everrett, Middlesex University</p> <p><b>5Dii</b> Ambidexterity: A vital capability for healthcare educational managers Dr Eve Collins, University of Chester</p> <p><b>5Diii</b> The challenging and enabling factors of Nursing workforce development in primary care Karen Evans, University of Sunderland London</p> <p><b>5Div</b> Senior Staff Nurse Programme: Recognising potential, rewarding achievement and being the best you can be Dr Rosemary Webster and Claire Agnew van Asch, University Hospitals of Leicester</p> <p><b>5Dv - Poster+</b> The Midwifery Expansion Project: Capacity mapping Clare Boag, Northumbria University</p> <p>Break (10 mins)</p> <p>Panel-style Q&amp;A session (25 mins)</p>	<p><b>5Ei</b> Does simulation of sensory and cognitive impairment in Nurse Education influence student nurses' clinical practice? Abigail Tracey, University of the Highlands and Islands</p> <p><b>5Eii</b> Identifying and providing the education clinicians require for sharing diagnostic imaging with patients William Cox, The University of Portsmouth</p> <p><b>5Eiii</b> Making every contact count: A novel approach to patient consultations Catherine Langran, University of Reading</p> <p><b>5Eiv</b> Evaluation of Health and Wellbeing Outreach Programme and undergraduate Nursing social prescribing practice learning experience Professor Jacqueline Leigh, Dr Michelle Howarth, Liz Burns, Catherine Croughan, Maureen Hamilton-Sell, Dr Rachel Russell and Jacqueline Burrows, University of Salford</p> <p><b>5Ev - Poster+</b> Antimicrobial Resistance and Antibiotic Guardianship: What does this mean for Midwifery Education? Dr Alison Conkle, The University of Manchester</p> <p>Break (10 mins)</p> <p>Panel-style Q&amp;A session (25 mins)</p>	10:30-12:20		
12:20-13:00	Lunch break/entertainment/informal networking rooms					12:20-13:00		
Main Auditorium								
13:00-13:40	Keynote 4 or Panel session					13:00-13:40		
13:40-14:00	Comfort break and poster viewing					13:40-14:00		
Themed session 6								
Room 1		Room 2		Room 3		Room 4		
Strand 6A: Student experience		Strand 6B: Student Experience		Strand 6C: Student experience		Strand 6D: Learning, teaching and assessment strategies		
Linking theme: Postgraduates		Linking theme: Inclusivity		Linking theme: Nurses' experiences		Linking theme: Teaching pedagogies?		
14:00-15:20	<p><b>6Ai</b> Negotiated work-based learning at postgraduate level: What are the challenges within healthcare practice? Helen Orton, University of Liverpool</p> <p><b>6Aii</b> Enhancing early stage leadership skills in new Nursing graduates using a rapid access Masters' course: A feasibility study Oonagh Carson and Dr Helen McGarvey, Ulster University</p> <p><b>6Aiii</b> The perceptions and experiences of midcareer nurses and midwives who are Masters level part-time students Dr F.J. Raymond Duffy, The University of the West of Scotland</p> <p><b>6Aiv - Poster+</b> Evaluating e-learning strategies used to improve access to postgraduate cancer education during global pandemic Martin Calligan and Chris McNamara, Royal Marsden Hospital</p> <p>Panel-style Q&amp;A session (20 mins)</p>	<p><b>6Bi</b> Caring for carers Leanne McHugh, Bishop Grosseteste University</p> <p><b>6Bii</b> Engaging Men in Education: Investigating the needs of male students on Nursing, Social Work and Education programmes Dr Andrew Heilig and Dr Sue Jackson, Northumbria University</p> <p><b>6Biii</b> Developing culturally competent Nurse Education through increased self-awareness around unconscious bias amongst Nurse Educators Danita Wilmott and Dr Gayatri Nambiar-Greenwood, Manchester Metropolitan University</p> <p><b>6Biv - Poster+</b> Providing a safe space and support for minoritised healthcare students Ifrah Salihi and Shirley Masterson-Ng, Sheffield Hallam University</p> <p>Panel-style Q&amp;A session (20 mins)</p>	<p><b>6Ci</b> Journey less travelled: Nursing students' experiences of intimate care Dr Simange Shikwane, Unisa</p> <p><b>6Cii</b> Nursing associates: An innovative approach Anabel Coulson, University Hospitals of Leicester</p> <p><b>6Ciii</b> Are students adequately prepared for graduate practice? An exploration of the wellbeing of newly qualified registered nurses Brenda Munro, State of Guernsey</p> <p><b>6Civ - Poster+</b> Nursing Associates: An exploration of the perceptions, workforce contributions and future aspirations of a new registered healthcare professional group through the lens of systems theory Dr Pauline Morgan and Dr Neil Summers, The Open University</p> <p><b>6Cv - Poster+</b> Empowering students to enhance inclusivity in HE and clinical practice Peter Dryden and Sasha Ban, Northumbria University</p> <p>Panel-style Q&amp;A session (15 mins)</p>	<p><b>6Di</b> Preparing future evidence-based practice champions Dr Therese Leufer, Dublin City University and Dr Nadiah Abd. Baghdadi, Dr Wafa Ham Al. Mewgely, Princess Nourah Bint Abdulrahman University</p> <p><b>6Dii</b> Nursing Education and Neuroeducation: Resources for understanding how students learn? Dr Patricia Peebles, University of Bradford</p> <p><b>6Diii</b> Does identifying personality traits of new graduate nurses assist with their transition to practice? Dr Craig Phillips, University of South Australia</p> <p><b>6Div</b> Developing an educational framework for social media use in health education Louise Wem and Dominic Egan, University of Bradford</p> <p><b>6Dv - Poster+</b> Becoming a Star Communicator Claire Moran, Angela Lee and Dr Anne Killeit, University of East Anglia</p> <p>Panel-style Q&amp;A session (20 mins)</p>	14:00-15:20			
15:20-15:35	Comfort break and poster viewing					15:20-15:35		
Main Auditorium								
15:35-16:05	Live poster session					15:35-16:05		
<p><b>2A1 - Junior Emergency Medicine: A collaborative student-created approach to widening participation in healthcare</b>, Dr Navin Leangan, University of Leicester, Professor Angela O'Sullivan, De Montfort University</p> <p><b>2A2 - Educational priorities emerging from conversations with newly qualified nurses</b>, Finn Tysoe, Sarah Sundberg and Francesca Lis, Oxford University Hospitals NHS Trust</p> <p><b>2A3 - A new approach to Dental Foundation entry preparation</b>, Dr Farima Mehrabi and Dr Alaa Daud, Bristol Dental School</p> <p><b>2A4 - The knowledge, perceptions and experiences of adult nurses caring for adults with learning disabilities in day surgery units</b>, Amanda Brown, Northern Health &amp; Social Care Trust</p>								
16:05-16:15	Plenary and close of Day 1					16:05-16:15		