

TIMINGS		3 September 2021 - Day 3				TIMINGS			
07:00	Platform opens						07:00		
Main Auditorium									
Welcome									
07:45-08:25	Keynote TBC						07:45-08:25		
Break, poster viewing and networking									
Main Auditorium									
Live poster session									
08:25-08:40	3A1 - Developing presentation skills in a level 7 advanced clinical practice apprenticeship, Rachel Daw, University of Liverpool 3A2 - The mental health associate practitioner pathway, Dr Ingrid Bacon, Professor Ann Ooms and Dr Iris Gault, Kingston University and St George's University to London 3A3 - Collaboration in Continuing Professional Development: Thinking out of the box, Karen Sheehy, Oxford Brookes University and Gemma Brown, Oxford Health NHS Foundation Trust 3A4 - The development of a comprehensive quality model in higher education: Medical employers' perspective, Danah AlThukair, Durham University						08:25-08:40		
Main Auditorium									
08:40-09:20	3A1 - Developing presentation skills in a level 7 advanced clinical practice apprenticeship, Rachel Daw, University of Liverpool 3A2 - The mental health associate practitioner pathway, Dr Ingrid Bacon, Professor Ann Ooms and Dr Iris Gault, Kingston University and St George's University to London 3A3 - Collaboration in Continuing Professional Development: Thinking out of the box, Karen Sheehy, Oxford Brookes University and Gemma Brown, Oxford Health NHS Foundation Trust 3A4 - The development of a comprehensive quality model in higher education: Medical employers' perspective, Danah AlThukair, Durham University						08:40-09:20		
Room 1		Room 2		Room 3					
09:20-10:20	Live networking		Live networking		Collaborative project room			09:20-10:20	
Break, poster viewing and networking									
Themed session 7									
Room 1		Room 2		Room 3		Room 5			
Strand 7A: Educational Enhancement		Strand 7B: Learning, teaching and assessment strategies		Strand 7C: Educational enhancement		Strand 7D: Learning, teaching and assessment strategies			
Linking theme: Compassion/care		Linking theme: Placements		Linking theme: Resilience/emotional intelligence		Linking theme: Simulation			
<p>7Ai Compassionate Nurse Education imbues compassionate nursing care? Dr Claire Sutton, University of Bradford</p> <p>7Aii The impact of care experience prior to undertaking NHS-funded education and training, on Pre-Registration Nursing students' compassionate values and behaviours, and patient experiences of care Dr Sarah Field-Richards and Professor Joanne Lynn, University of Nottingham</p> <p>7Aiii Developing compassion and resilience through Inter-professional Schwartz Rounds Helen Orton, University of Liverpool</p> <p>7Aiv "hello my name is... the student experience in practice" Dr Julie Derbyshire and Sasha Bar, Northumbria University</p>		<p>7Bi Greater Manchester placement provider and HEI collaborative: Implementation and evaluation of the synergy model for promoting effectiveness in learning in practice through coaching Professor Jacqueline Leigh, University of Salford and Anne Medcalf, Northern Care Alliance</p> <p>7Bii Implementing a CLiP model of supervision into a Midwifery placement area Heather Bower and Dr Marianne Markowski, University of Greenwich</p> <p>7Biii 'Placement' recovery and re-imagining: Scaling up the Peer Enhanced E-Placements (PEEP) model Dr Lisa Taylor, University of East Anglia and Professor Gilly Salmon, Education Alchemist Ltd</p> <p>7Biv A study into Student Placement Evaluations and the relationship to Educational Audits Brian Taggart, Liverpool John Moores University</p>		<p>7Ci What happens to students' emotional intelligence during Pre-Registration Nurse Education? Alison Evans, Birmingham City University</p> <p>7Cii Team Series: A collaboration with a medical reservist regiment to promote resilience in student nurses Dr Jo Corlett, University of Dundee</p> <p>7Ciii Resilience and mental wellbeing of Pre-Registration students during COVID-19 Dr Jo Corlett, Julie Smith and Jon Revis, University of Dundee</p> <p>7Civ Developing and evaluating resilience characteristics of Healthcare students during a pandemic Dr Stuart Mackay, University of Liverpool</p>		<p>7Di The effectiveness of a simulation game on Nursing students' clinical reasoning skills Dr Jaana-Majja Koivisto, University of Turku</p> <p>7Dii Undergraduate clinical learning and use of volunteer simulated patients in a hospital aligned simulation program Dr Ewan McDonald, La Trobe University</p> <p>7Diii Using immersive video to develop empathy in Mental Health Nursing students within simulated practice sessions Laura Hollinshead and Victoria Sweetmore, University of Derby</p> <p>7Div HeARTbeat: An augmented reality application for immersive learning of Cardiology Dr Inwyn Shepherd and Dr Lee Chooi Yeng, Monash University, Professor Kevin Moffat, University of Warwickand</p>		<p>7Ei Preparing for leadership. Experiences and perceptions of Pre-Registration Nurse Education Alison H. James, Cardiff University</p> <p>7Eii What works: Student preparation for practice placements? Dr Sophie Willis, City, University of London</p> <p>7Eiii What educational experiences do Pre-Registration Adult Nursing students find most effective to support their clinical decision-making Michael Kelleher, Northumbria University</p> <p>7Eiv Developing a simulated clinical placement in a global pandemic Jan Williams, Mark Murphy and Dr Amanda Garrow, Liverpool John Moores University</p>	
Break (10 mins)		Break (10 mins)		Break (10 mins)		Break (10 mins)			
Panel-style Q&A session (25 mins)		Panel-style Q&A session (25 mins)		Panel-style Q&A session (25 mins)		Panel-style Q&A session (25 mins)			
12:15-13:15 Lunch break/entertainment/informal networking rooms							12:15-13:15		
Main Auditorium									
13:15-13:55 Keynote 2 or Panel session							13:15-13:55		
13:55-14:10 Comfort break and poster viewing							13:55-14:10		
Themed session 8									
Room 1		Room 2		Room 3		Room 4			
Strand 8E: Key challenges in healthcare education		Strand 8B: Learning, teaching and assessment strategies		Strand 8C: Student experience		Strand 8D: Student experiences			
Linking theme: Sensitive issues		Linking theme: Online/blended learning		Linking theme: International		Linking theme: Retention/attrition			
<p>8Ai TBC</p> <p>8Aii Validation of an educational schema for teaching Intimate Partner Violence within Nursing curricula Dr Tom Laws and Professor Jackie Leigh, Salford University and Professor June Keeling, Keele University</p> <p>8Aiii Improving frontline healthcare workers' recognition of victims of modern slavery Diana De, Cardiff University</p> <p>8Aiv Plagiarism in Medical Education content Dr Denise Valenti, IMMAD LLC</p>		<p>8Bi Teaching team communication skills in Radiotherapy using decision-based learning scenario Andrea Maggs, Donna Dimond and James Rawlings, University of the West of England and Louise Smith, Bristol Haematology and Oncology Centre</p> <p>8Bii Enhancing engagement outwith the classroom: Using videos within Snapchat as a tutorial tool Suzanne Faulkner, University of Strathclyde</p> <p>8Biii Providing online support for internationally educated nurses to transition to practice Dr Patricia Bradley, York University</p> <p>8Biv An evaluation of the impact on the student teaching and learning experience of simultaneous delivery of a healthcare CPD module using a hybrid online model Dr Venetia Brown and Cariona Flaherty, Middlesex University</p> <p>8Bv - Poster+ Implementation and evaluation of a transformative learning framework to enhance learning during study abroad Gill Smith and Dr Debra Morgan, Northumbria University</p>		<p>8Ci Reflections from abroad: Use of student logs to assess the impact of an international experience Dr Patricia Lynch Stapleton and Dr Karen Egenes, Loyola University Chicago</p> <p>8Cii Learning and teaching Occupational Therapy in a Malaysian private higher education institution with a widening participation agenda: A framed collaborative autoethnographic case study Ms Jou Yin Teoh, Brunel University London</p> <p>8Ciii Global experiences of teleconsultation training in undergraduate healthcare and social work education: A systematic review Lisa-Christin Wetzlmair, University of St Andrews</p> <p>8Civ Gulf students crossing the borders to study medicine abroad: A look at the influencing factors, challenges, perceptions Hatem Al-Saadi, Ministry of Health, Oman</p> <p>8Cv - Poster+ Disaster preparedness: A global virtual exchange during a pandemic Dr Tiffany Gwartney and Dr Rebecca Lutz, University of South Florida and Marianne Fairley-Murdoch, University of Stirling</p>		<p>8Di Returning to clinical practice in healthcare: Student experiences on a return to practice programme: A qualitative study Maggie Coates, Northumbria University</p> <p>8Dii Listening to the voices of student Children's Nurses Jenny Pinfield, Emily Baker and Jamie Brockett, University of Worcester</p> <p>8Diii NHS policy and nurses' post-registration development: Considerations of data availability and generation Nicola Fisher, University of Nottingham</p> <p>8Div Academic study skills and community of support: Targeted interventions to improve the student experience Dr Jamie Adam, Belmont University</p>			
Panel-style Q&A session (20 mins)		Panel-style Q&A session (20 mins)		Panel-style Q&A session (20 mins)		Panel-style Q&A session (20 mins)			
15:45-15:55 Comfort break and poster viewing							15:45-15:55		
Main Auditorium									
15:55-16:30 Plenary and prize-giving							15:55-16:30		