

## NET2021 Conference

1-3 September 2021

### Live session abstracts

#### *Day Three: 3 September 2021*

#### *Live Poster Session*

Posters will be on display in the virtual poster exhibition area for the full conference. Specific times for poster presentations have also been scheduled into the live programme as follows:

##### **3A1, 08:40-09:20, 3 September 2021**

##### **Developing presentation skills in a level 7 advanced clinical practice apprenticeship**

Rachel Daw, University of Liverpool

January 2019 saw the commencement of the University of Liverpool's first Level 7 apprenticeship, Advanced Clinical Practitioner, MSc. A need to provide additional support for academic study skills quickly became apparent. Particularly evident was the degree of stress felt by students with regard to completing a presentation for assessment. Support sessions for the next cohort of ACP apprentices were developed. The presentation stress sessions included background theory, practical tips and opportunities to practice simple public speaking and presentation skills, in a small group environment. Positive feedback was received for these sessions, with all students agreeing that the sessions were useful and gave them a better understanding of presentation stress and how to manage it.

##### **3A2, 08:40-09:20, 3 September 2021**

##### **The mental health associate practitioner pathway**

Dr Ingrid Bacon, Professor Ann Ooms and Dr Iris Gault, Kingston University and St George's University of London

This poster will describe an evaluation of the Mental Health Associate Practitioner programme developed through collaboration between the Faculty of Health, Social Care and Education at Kingston University and St George's, University of London and NHS Trusts. The programme was delivered full time, over two years, with a balance between theory and practice, with emphasis on work-based learning. A longitudinal evaluation research study was undertaken, using mixed-methods concurrent triangulation design. Findings revealed learners' engagement with the programme and its activities, their perceptions of the value of the programme, the impact of the programme on their attitudes, knowledge and skills and the sustainability of the programme.

##### **3A3, 08:40-09:20, 3 September 2021**

##### **Collaboration in Continuing Professional Development: Thinking out of the box**

Karen Sheehy, Oxford Brookes University and Gemma Brown, Oxford Health NHS Foundation Trust

All healthcare providers are going through transformation of their services at the moment. The delivery of CPD that is innovative and based on identified workforce development needs is vital. Oxford Health NHS Foundation Trust's vision is to be a forward-looking provider of high quality education for its staff. The focus of its CPD is on improving patient care; as is the commitment to higher education of the highest quality. As a forward-thinking healthcare

organisation, Oxford Health NHS Foundation Trust are UK trail blazers in providing a fully supported and funded Masters course that is approved by Oxford Brookes University.

**3A4, 08:40-09:20, 3 September 2021**

**The development of a comprehensive quality model in higher education: Medical employers' perspective**

Danah AlThukair, Durham University

This poster demonstrates a study that aims to gain insights into how medical employers conceptualise quality in higher education. The objective of the study is to develop a comprehensive quality model in higher education from the perspective of medical employers. The resulting quality model consists of seven dimensions, namely: 1) Educational Experience, 2) Medical Training, 3) Scientific Research, 4) University Reputation, 5) Pedagogy Quality, 6) Administrative Quality, and 7) Graduate Quality. This model will create enhancement opportunities to overcome the deficiencies that lead to less competent graduates and has the potential to enhance the higher education system.

## ***Themed session 7***

### ***Strand 7A: Educational enhancement***

**7Ai, 10:30 - 12:15, 3 September 2021**

**Compassionate Nurse Education imbues compassionate nursing care?**

Dr Claire Sutton, University of Bradford

A nurse's duty of care is predicated upon compassion. Strong policy and strategy documentation drive compassionate nursing care. If student nurses are to learn to care with compassion, how do Nurse Educators promote compassion? How can Nurse Educators' education praxis promote future nurses to identify demonstrably and enduringly as a compassionate profession? This paper explores such questions through critical reflective discussion drawing insights from the presenter's experiences as a novice Nurse Educator as she endeavours to teach compassionately to promote her students' sense and sensibility of compassion and its essential value in developing her student nurses' compassionate nursing practice.

**7Aii, 10:30 - 12:15, 3 September 2021**

**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 Lymn, University of Nottingham

Following identification of failings in compassion, Francis (2013) recommended that care experience form a prerequisite for entry into nurse training. This longitudinal, mixed-methods research explored the impact of prior care experience (PCE) on Pre-Registration Nursing students' compassionate values and behaviours (CVBs) and patient experiences of care. Findings demonstrate insufficient evidence of longitudinal beneficial impact to recommend PCE as an effective intervention to foster CVBs. Mandating PCE as a prerequisite for entry into nurse training is not therefore recommended. Promoting resilience and empowerment within Nursing Education may offer potential strategies to mitigate against increases in compassion fatigue however, supporting compassionate care.

**7Aiii, 10:30 - 12:15, 3 September 2021**

**Developing compassion and resilience through interprofessional Schwartz Rounds**

Helen Orton, University of Liverpool

Schwartz Rounds are a multidisciplinary forum for healthcare staff to come together to reflect on the emotional and social challenge aspects of their work. They began in the USA and are licenced in the UK by the Point of Care Foundation. Schwartz Rounds run in 175 National

Health Service Trusts and other healthcare organisations: there is an increasing focus on their value as part of Pre-Registration Education for Healthcare students. The University of Liverpool was the first UK university to run interprofessional Schwartz Rounds, funded by Health Education England (North), with students from ten healthcare programmes, thereby maximising interprofessional engagement.

**7Aiv, 10:30 - 12:15, 3 September 2021**

**"#hello my name is... the student experience in practice"**

Dr Julie Derbyshire and Sasha Ban, Northumbria University

This paper will present a case study research project which explored the student experience in practice of wearing a uniform imprinted with the #hello my name is... logo and their first name. Mixed methods were used including questionnaires, reflective diaries and focus groups with 67 students from different professional groups. Findings will be presented using three key themes: sense of belonging; patient safety; care and compassion.

***Strand 7B: Learning, teaching and assessment strategies***

**7Bi, 10:30 - 12:15, 3 September 2021**

**TBC**

**7Bii, 10:30 - 12:15, 3 September 2021**

**Implementing a CLiP model of supervision into a Midwifery placement area**

Heather Bower and Dr Marianne Markowski, University of Greenwich

The purpose of this presentation is to describe a new model of Collaborative Learning in Practice (CLiP) for Midwifery students, which we have been piloting in a practice setting from January 2020. We will describe the aims of the project, the preparation, implementation and evaluation to date. The model is based upon peer-assisted learning and coaching. Students are placed in triads of varying experience, under the supervision of a coach or practice supervisor. The aim of this model is to enable students to learn from one another in becoming independent practitioners, improving confidence, care planning and decision-making skills.

**7Biii, 10:30 - 12:15, 3 September 2021**

**'Placement' recovery and re-imagination: Scaling up the Peer Enhanced E-Placements (PEEP) model**

Dr Lisa Taylor, University of East Anglia and Professor Gilly Salmon, Education Alchemist Ltd

The online Peer Enhanced E-Placement (PEEP) was created in response to the COVID-19 placement suspensions. Based on strong pedagogy and evaluation, it is now widely adopted across multiple health and social care professions. A three-stage online PEEP acquisition package was developed, to enable practice education teams to customise the model for their own students. An action research project is building the evidence base for ways of rapid customisation, adoption, and the wider impact of the PEEP model. The results of the research and recommendations for the future of the PEEP will be presented.

**7Biv, 10:30 - 12:15, 3 September 2021**

**A study into Student Placement Evaluations and the relationship to Educational Audits**

Brian Taggart, Liverpool John Moores University

The process of Educational Audit and Student Placement Evaluation are inextricably linked within Healthcare Education. Both processes are meant to quality assure Practice Learning Environments for students in order that they can achieve professional body requirements in the best possible surroundings. Whilst a close relationship exists between the two processes, little has been done to research the links between the two data sets, which has

amassed greater and more accessible ways, in recent years. Can efficiencies be made that maintains and even improves quality? So can student placement evaluation data act as a bellwether of Quality Assurance in Practice Learning Environments?

### **Strand 7C: Educational enhancement**

**7Ci, 10:30 - 12:15, 3 September 2021**

#### **What happens to students' emotional intelligence during Pre-Registration Nurse Education?**

Allison Evans, Birmingham City University

The Nursing and Midwifery Council (NMC) Future Nurse standards of proficiency for Registered Nurses (2018) stipulate emotional intelligence (EI) as a prerequisite for nurse registration. Nurse Educators now have a mandatory responsibility to create and deliver programs that develop emotionally intelligent practitioners. However, the evidence exploring what happens to students' EI during the course of Nurse Education is limited. Using the clearly defined concept of Trait Emotional Intelligence (TEI), the aim of this quantitative study was to measure student nurses' self-perceptions of TEI during Pre-Registration Education. To determine if there were any changes in TEI and identify specific aspects requiring targeted educational interventions.

**7Cii, 10:30 - 12:15, 3 September 2021**

#### **Team Series: A collaboration with a medical reservist regiment to promote resilience in student nurses**

Dr Jo Corlett, University of Dundee

The need for nurses and Nursing students to be resilient is well recognised, but research providing evidence of educational interventions which improve resilience in student nurses is scarce. The School of Health Sciences collaborated with 225 Medical Reservists to deliver the Team Series in each year of its Pre-Registration Nursing programme. Each day-long voluntary event comprises team tasks designed to test situational awareness, decision making, communication, relational skills and problem solving. A qualitative study exploring the perceptions of student and staff participants of these events discovered resilience was promoted as students' developed self-awareness and self-confidence as a result of team work.

**7Ciii, 10:30 - 12:15, 3 September 2021**

#### **Resilience and mental wellbeing of Pre-Registration students during COVID-19**

Dr Jo Corlett, Julie Smith and Jon Revis, University of Dundee

This session will present the results of a mixed-methods study that measured the impact of COVID-19 on students' resilience and mental wellbeing and explored students' views of additional interventions and support required. The results demonstrate that resilience and mental wellbeing reduced over time, with male and younger students being more vulnerable. Students shared positive views of being in lockdown, such as spending time with family, but also spoke of the isolation many of them experienced. Opportunities to engage with peers online were advocated. Online action learning sets are now being piloted to test whether this type of peer support can enhance resilience and mental wellbeing.

**7Civ, 10:30 - 12:15, 3 September 2021**

#### **Developing and evaluating resilience characteristics of Healthcare students during a pandemic**

Dr Stuart Mackay, University of Liverpool

Healthcare students are required to learn in an increasingly stressful environment. Young peoples' reported mental health challenges have increased 10-fold in recent years. The need has never been greater for universities to develop resilience in students so they can flourish in the healthcare environment. The aim of this paper is to present data from a

longitudinal study which described resilience training and evaluated its impact, alongside a pandemic, using questionnaires measuring resilience characteristics. Results and implications will be discussed.

### ***Strand 7D: Learning, teaching and assessment strategies***

**7Di, 10:30 - 12:15, 3 September 2021**

#### **The effectiveness of a simulation game on Nursing students' clinical reasoning skills**

Dr Jaana-Maija Koivisto, University of Turku

The purpose of this study was to evaluate the effectiveness of a simulation game on Nursing students' clinical reasoning skills. The results revealed that mean scores in posttest were higher than in pretest indicating that participants rated their clinical reasoning skills better after playing than before playing the simulation game. Therefore, it is recommended to use simulation games in learning clinical reasoning in Nursing Education.

**7Dii, 10:30 - 12:15, 3 September 2021**

#### **Undergraduate clinical learning and use of volunteer simulated patients in a hospital aligned simulation program**

Dr Ewan McDonald, La Trobe University

The use of volunteer or paid actors in undergraduate Nursing simulations, also known as 'simulated patients', is widely documented to be beneficial for student experiential learning. Studies have reported improvements in self-efficacy, critical thinking, therapeutic communication and assessment skills when simulated patients are used. Such outcomes have invariably been measured immediately post-simulation, whereas little is known on student's actual clinical placement performance after their interactions with 'real' simulated patients in pre-clinical placement simulations.

**7Diii, 10:30 - 12:15, 3 September 2021**

#### **Using immersive video to develop empathy in Mental Health Nursing students within simulated practice sessions**

Laura Hollinshead and Victoria Sweetmore, University of Derby

This session will provide an outline of the immersive video case study used to humanise the lived experience of patients and encourage empathy and critical thinking in Mental Health Nursing students at the University of Derby. The session will provide an overview of the approach taken to develop the case study and deliver as part of simulated learning through both face-to-face and online delivery. It will provide an overview of the evaluation data gathered from students and discuss applications of the approach within other Health disciplines.

**7Div, 10:30 - 12:15, 3 September 2021**

#### **HeARtbeat: An augmented reality application for immersive learning of Cardiology**

Professor Kevin Moffat, University of Warwick

HeARtbeat©2020 is an augmented reality (AR) application (App) that realistically portrays a beating heart in its normal state and abnormal state (atrial fibrillation). Pharmacy and Biomedical Science students consistently commented that the causes of atrial fibrillation and its treatments, compared to other heart diseases, are difficult to comprehend. The App was developed as a technology-based strategy to continuously improve the teaching effectiveness and students' learning experiences. Users are able to interact with the heart model in real-time while navigating through the content of the App that presents information from Basic Sciences (Anatomy, Physiology, Pathophysiology) and Pharmacology to clinical application.



## **Strand 7E: Educational enhancement**

**7Ei, 10:30 - 12:15, 3 September 2021**

### **Preparing for leadership: Experiences and perceptions of Pre-Registration Nurse Education**

Alison H. James, Cardiff University

Leadership development is a core requirement within undergraduate Nurse Education and standards, due to new educational standards and standards for registration by the regulatory body, while the approaches within education continue to be disparate. While the Nursing and Midwifery Council (NMC) set the expectations, there is little definition and empirical evidence for pedagogical approaches. This narrative inquiry research explores the experiences, emotional awareness and preparedness for leadership in education by student nurses, academics and senior nurses. Narratives from all three participant groups will be presented from initial analysis and a discussion of education methodologies and implications.

**7Eii, 10:30 - 12:15, 3 September 2021**

### **What works: Student preparation for practice placements?**

Dr Sophie Willis, City, University of London

This study aimed to investigate the extent to which current preparation for practice is impacting on the expectations and experiences of Pre-Registration learners to establish new models of preparation for practice. Changes to funding arrangements have resulted in sustained decreases in applications. It therefore becomes ever-more important to reduce attrition rates. Reasons for student attrition are complicated, most frequently cited are: personal and financial issues; emotional distress; and difficulty in coping in clinical placements. Therefore, the need to provide positive experiences for students during their practice education is key to reducing attrition and increasing student satisfaction metrics.

**7Eiii, 10:30 - 12:15, 3 September 2021**

### **What educational experiences do Pre-Registration Adult Nursing students find most effective to support their clinical decision-making**

Michael Kelleher, Northumbria University

The aim of this study was to utilise a qualitative interpretive phenomenological approach to explore the perceptions of undergraduate Nursing students in their ability to make effective clinical decisions. Within this, the study initially sought to understand how clinical decision-making is understood and defined by the informants from their individual perception. The study then explored how their experience has influenced and impacted upon how the informants' ability to make clinical decisions and which components of their educational experience have the most impact on developing confidence in their abilities.

**7Eiv, 10:30 - 12:15, 3 September 2021**

### **Developing a simulated clinical placement in a global pandemic**

Jan Williams, Mark Murphy and Dr Amanda Garrow, Liverpool John Moores University

This presentation will describe the development of a four-week simulation placement replacing a clinical allocation for first year Paediatric, Mental Health and Adult Nursing students (n=400). The simulation placement forms part of an innovative Pre-Registration programme validated by the Nursing and Midwifery Council (NMC) in 2019, and is the first of its kind to be awarded the HEE placement tariff in the UK. The onset of the global pandemic required rapid adaptations needed to be made. This presentation will illustrate some of the creative solutions to delivery and assessment strategies that were developed. In addition, student evaluations of this experience and lessons learned will be shared.

## ***Themed session 8***

### ***Strand 8E: Key challenges in healthcare education***

**8Ai, 14:10 - 15:45, 3 September 2021**

**TBC**

**8Aii, 14:10 - 15:45, 3 September 2021**

**TBC**

**8Aiii, 14:10 - 15:45, 3 September 2021**

#### **Improving frontline healthcare workers' recognition of victims of modern slavery**

Diana De, Cardiff University

Human trafficking is something very real, happening on a global scale, but most often, it goes 'unnoticed'. Modern slavery is a highly lucrative trade which has adapted to take advantage even during the pandemic. The estimated number of suspected victims in the UK has significantly risen. This type of safeguarding is highly complex, can be dangerous and requires time-critical decision making. Botched attempts to rescue could lead to far more serious repercussions for those already deemed vulnerable. All members of the public, including front-line health professionals, play a key role in identifying and responding to victims accessing health services. Our duty of care is to protect. At Cardiff University, we will share how we have been embedding this subject across Nursing and Medical training programmes.

**8Aiv, 14:10 - 15:45, 3 September 2021**

#### **Plagiarism in Medical Education content**

Dr Denise Valenti, IMMAD LLC

With increasing availability of content on the internet, there is opportunity to utilise, in part or entirety, the education content. This presentation will discuss policy within the Medical Allied Health subspecialty community of Optometry and the accreditation process within the industry. Dr. Valenti will present her experience with an entire lecture content of a person she was not acquainted with having been drawn from her own accredited lecture. Dr. Valenti will outline how novel, innovative and evolving lecture content can have limits in resources to obtain lecture content. In this case medical, ocular aspects of marijuana use. Dr. Valenti will describe the harm and impact that the lack of policy on plagiarism has on the victim, audience and the sponsoring groups.

### ***Strand 8B: Learning, teaching and assessment strategies***

**8Bi, 14:10 - 15:45, 3 September 2021**

#### **Teaching team communication skills in Radiotherapy using decision-based learning scenarios**

Andrea Maggs, Donna Dimond and James Rawlings, University of the West of England and Louise Smith, Bristol Haematology and Oncology Centre

This project aimed to evaluate the use and effectiveness of decision-based learning scenarios in improving Radiotherapy students' communications with clinical staff. Three interactive online scenarios using videos of simulated encounters with clinical staff were used in teaching second year Radiotherapy students. Themes were derived from feedback from clinical staff and previous students reflecting encounters that were felt to cause conflict or uncertainty in communication. These included inappropriate questioning of staff, timekeeping, and reporting potential set-up errors. Students completed three evaluations pre-/post-intervention and post-placement, to assess scenario content, usability and quality, and student confidence.

**8Bii, 14:10 - 15:45, 3 September 2021**

**Enhancing engagement outwith the classroom: Using videos within Snapchat as a tutorial tool**

Suzanne Faulkner, University of Strathclyde

Research has shown that students are better able to apply medical techniques accurately when classroom learning is supplemented with video. Teaching fellows in Prosthetics and Orthotics at the University of Strathclyde recorded several short videos demonstrating various patient assessment techniques. Each of these videos were uploaded to a Padlet. The Padlet was then uploaded to the VLE in addition to the class Snapchat group, an established tutorial tool in the degree programme. Meeting the students where they are, in this case Snapchat, means that students can access this valuable learning resource 'on the go'. This has led to increased accuracy and efficiency when students are undertaking patient assessment sessions and can be replicated in other disciplines.

**8Biii, 14:10 - 15:45, 3 September 2021**

**Providing online support for internationally educated nurses to transition to practice**

Dr Patricia Bradley, York University

A consortium of four university Nursing professors developed an online program of study that integrated learner supports for Internationally Educated Nurses (IENs). The Consortium hired tutors to improve IENs' English language and communication skills, develop their individual learning plans, discuss strategies for academic success, and help them gain an understanding of the Canadian healthcare culture. This presentation will provide an approach to the use of tutors to support online programs that can meet individual student learner needs and improve learner outcomes. Best practices and lessons learned will be shared.

**8Biv, 14:10 - 15:45, 3 September 2021**

**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

This study reports on the student experience of participating in a Healthcare CPD module offered in simultaneous dual delivery (hybrid) mode using nominal group technique. Four themes emerged from analysis of the data on the advantages of face-to-face (F2F) and online simultaneous delivery and further themes emerged when analysing the data on the disadvantages. Recommendations are based on the fundamental importance of embedding the design and delivery of blended learning within a relevant theoretical framework, which reinforce the positive elements of the hybrid mode whilst offering ways to overcome the limitations.

**8Bv, 14:10 - 15:45, 3 September 2021**

**Implementation and evaluation of a transformative learning framework to enhance learning during study abroad**

Gill Smith and Dr Debra Morgan, Northumbria University

Students who study abroad are remote from their home faculty. They experience disjuncture, yet they are required to be independent learners. As a result, variations in experience of learning may exist. To support such students to maximise their learning during unaccompanied-by-faculty study abroad placements, a teaching quality enhancement project has been undertaken. This project translated a novel Transformative Learning Framework into practice, through the development of a range of blended learning activities designed to challenge and maximise transformative learning at each stage of the study abroad journey. This poster will present project experiences and evaluates the outcome of this project.



## ***Strand 8C: Student experience, engagement and achievement***

**8Ci, 14:10 - 15:45, 3 September 2021**

### **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

This presentation will discuss the use of reflection by US pre-licensure Nursing students enrolled in an international experience in the UK.

**8Cii, 14:10 - 15:45, 3 September 2021**

### **Learning and teaching Occupational Therapy in a Malaysian private higher education institution with a widening participation agenda: A framed collaborative autoethnographic case study**

Jou Yin Teoh, Brunel University London

This study provides unique insights into experiences of learning and teaching on an Occupational Therapy programme in a private Malaysian higher education institution with a widening participation (WP) agenda. The narratives of a former student and her educator are framed by a concept map developed from interview data generated by the student's peers. All students involved come from financially underprivileged, underrepresented ethnoreligious minority backgrounds. Based on the findings, inclusive learning recommendations to further enhance WP efforts in the training and support of future health professionals include the use of trauma-informed/healing-engaged pedagogy as well as cultural relevance.

**8Ciii, 14:10 - 15:45, 3 September 2021**

### **Global experiences of teleconsultation training in undergraduate Healthcare and Social Work Education: A systematic review**

Lisa-Christin Wetzlmair, University of St Andrews

The presented systematic literature review aims to understand how telecommunication and teleconsultation is taught in undergraduate Healthcare and Social Work Education. Furthermore, it is of interest how confident and competent students are in using these technologies in encounters with patients and colleagues. And finally, the review investigates students' and educators' experiences with learning and teaching telecommunication and teleconsultation. The education of the future workforce must be a key element that contributes to good medical practice. Results indicate that various elective courses are offered to undergraduate Medical students, however, other health professionals are not addressed. Furthermore, high-quality evidence is missing.

**8Civ, 14:10 - 15:45, 3 September 2021**

### **Gulf students crossing the borders to study medicine abroad: A look at the influencing factors, challenges, perceptions**

Hatem Al-Saadi, Ministry of Health, Oman

Higher education is no longer provided solely in the confines of national borders. A quantitative study was conducted to explore Gulf Medical students' influencing factors and challenges in attending university. 94 responses were analysed from students whose average age was 20.89 years (f=68.09%). The findings of the study were: a) the main motivator was to broaden personal-experience. b) Word of mouth from students studying abroad was also a strong influencer (34.05%). c) A major obstacle is insufficient financial means to cover living-expenses (51.06%). d) Twenty students have regretted studying medicine abroad. Influencing factors have not been widely studied for Gulf students. Major influence is word of mouth communication, seen as objective and not commercially oriented.

**8Cv, 14:10 - 15:45, 3 September 2021**

**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

The pandemic forced academic institutions to re-evaluate the delivery of global educational content. Exchange activities that previously included student travel abroad for rich immersion experiences were abruptly halted. As an innovative solution to these unique challenges, the University of South Florida (USA) began working with the University of Stirling (Scotland) to develop virtual exchange opportunities for students to meet learning objectives and continue critical international relationships. One approach led to the development of a virtual global exchange immersion experience in which students collaborated to evaluate the impact of natural, man-made, and disease-related disasters, and identify resources to address disasters.

***Strand 8D: Student experience, engagement and achievement***

**8Di, 14:10 - 15:45, 3 September 2021**

**Returning to clinical practice in healthcare: Student experiences on a return to practice programme: A qualitative study**

Maggie Coates, Northumbria University

Nurses allow their registration to lapse for many different reasons. With the current emphasis on increasing nursing numbers, there is a need for a greater understanding of those seeking to return to the register through a Return to Practice programme (returnees). Much of the literature focuses on the nature of the provision of programmes, rather than experience of returnees. This session will report on the findings of a study which aimed to identify what returnees and stakeholders considered to be good practice, and to highlight how returnees could be better supported.

**8Dii, 14:10 - 15:45, 3 September 2021**

**Listening to the voices of student Children's Nurses**

Jenny Pinfield, Emily Baker and Jamie Brockett, University of Worcester

Children's Nursing is a popular field of nursing practice, with applications continually exceeding places available. Children's Nursing cohorts are small, compared with the Adult and Mental Health Nursing cohorts, who they study alongside. But attrition can be high and satisfaction with their studies variable. This presentation identifies and explores Children's Nursing students' reasons for applying for the course, their expectations, experiences and specific challenges they have faced, and examines the reasons why students may consider leaving their studies early. The findings have been used to develop a toolkit of ideas/resources to improve retention, particularly for first year Children's Nursing students.

**8Diii, 14:10 - 15:45, 3 September 2021**

**NHS policy and nurses' Post-Registration development: Considerations of data availability and generation**

Nicola Fisher, University of Nottingham

Post-Registration development for nurses has been shown to be a key intervention for retention, and to improve the quality of care. In the UK, it is the responsibility of employers, governed by national policy. Therefore, a review of national policy (1989-2020) documents using discourse analysis was conducted to consider influences on Post-Registration development. Overall, there were constant changes in direction and a lack of clear responsibility. Equally problematic is the lack of data used to inform policy decisions. If nursing workforce problems are to be resolved, sustainable policy and better workforce data are needed.

**8Div, 14:10 - 15:45, 3 September 2021**

**Academic study skills and community of support: Targeted interventions to improve the student experience**

Dr Jamie Adam, Belmont University

Nursing student retention is a global concern with rates as low as 50% in the US and 30% internationally. One facet of student retention is academic success. High-stakes assessments without proper preparation in study skills may result in students failing courses or struggling through coursework. Many students report feeling overwhelmed and fears of failure. Interventions targeted at supporting academic study skills in a nurturing community have the opportunity to improve student retention and the overall student experience. Implications exist for using similar interventions in all Healthcare training programmes and improving the learning experience for the Healthcare students of tomorrow.