

## NET2021 Conference

1-3 September 2021

### Live session abstracts

#### Day One: 1 September 2021

##### Themed session 1

###### *Strand 1A: Student experience, engagement and achievement*

1Ai, 07:00 - 08:20, 1 September 2021

###### **Health and wellbeing experiences of first year student nurses: Finding equilibrium to succeed**

Dr Anne Mills, Bournemouth University

This presentation explores the world of first year student nurses and provides empathic insight to inform the development of undergraduate Bachelor Degrees in Nursing and Curriculum Design. It aims to contribute to a wider understanding of first year student nurses' health and wellbeing, thereby aiding the development of appropriate targeted support strategies. Understanding the experiences of today's student nurses will contribute towards the preparation of the future nursing workforce.

1Aii, 07:00 - 08:20, 1 September 2021

###### **Incivility from patients and family towards Nursing students**

Ian Ruddy and Dr Christine Sommers, Pelita Harapan University

This session will describe the experience of Indonesian Nursing students regarding incivility from patients and family. Nursing students were asked the question "Have you ever experienced incivility by the patient and family and if yes please explain." Many students described the reason why they thought they experienced incivility and included being a student, no reason, and sexual harassment.

1Aiii, 07:00 - 08:20, 1 September 2021

###### **Creating accessible education in Paediatric Physiotherapy**

Dr Jane Simmonds, University College London

The first two decades of life are characterised by rapid growth and significant changes in physical, social and psychological development and as such require physiotherapists to have specialised education to ensure optimal treatment. Worldwide, paediatric content in pre-registration physiotherapy programmes is limited and therefore physiotherapists rely on post-qualification courses to upskill and prepare for working with children. This session will present the development, delivery and evaluation of an innovative, accessible continuing professional development course designed to meet the needs of physiotherapists across the globe.

###### *Strand 1B: Key Challenges in healthcare education*

1Bi, 07:00 - 08:20, 1 September 2021

###### **At the intersection of health and education: Addressing curricula, monitoring and resource challenges**

Dr Susan Shaw and Karina Donaldson, Auckland University of Technology

Extensive anomalies and duplications occur when health profession regulators take a siloed approach to the accreditation and monitoring of health profession degrees. A nationwide analysis of the costs, duplications and overlap is presented to illustrate the considerable resource issues and educational considerations that could easily be addressed.

**1Bii, 07:00 - 08:20, 1 September 2021**

**Student transition to newly qualified practitioner: What more can Healthcare Education do to facilitate the transition?**

Ruth Laws, University of East Anglia

Quality preceptor programmes can ensure the best start in a career for healthcare professionals by providing structured supervision and support. Such programmes are commonplace around the world to help students make the transition into the workplace. This session focuses on the results of a literature review exploring how two such programmes, Preceptorship and Flying Start NHS, have contributed to occupational therapists' transition from student to newly qualified practitioner in the United Kingdom, and the application to Health and Social Care more widely. It also considers how Healthcare Education can help maximise the facilitation of student transition into the workplace.

**1Biii, 07:00 - 08:20, 1 September 2021**

**Authentic learning in healthcare: Challenges and opportunities**

Paul Chesterton, Teesside University

COVID-19 has transformed the delivery of healthcare courses. The pandemic has presented key challenges to maintain standards of practical skill development and competence during the transition to integrated online delivery. This session will explore research from the field of Physiotherapy examining student competence upon graduation, student and faculty perceptions of online learning and implications for ongoing continuous professional development. The work has broader student online engagement considerations across the disciplines and wider sector. These strategies for online learning delivery, from both a student and academic perspective, will be explored, identifying mechanisms supporting transition to clinical practice.

**1Biv, 07:00 - 08:20, 1 September 2021**

**European graduating Nursing students' satisfaction with Nursing Education**

Minna Tuukkanen, University of Turku

In this poster, we will present results from the Professional Competence in Nursing research project, focusing on graduating Nursing students' satisfaction with their degree programmes in Finland, Germany, Iceland, Ireland, Lithuania and Spain. Graduating Nursing students' satisfaction seem to vary between the countries. Students are the most satisfied with their clinical placements and trainings but not so satisfied with theoretical studies. This presentation will stimulate discussion about the areas needing development in European Nursing Education.

## ***Symposia***

**Symposium 1, 08:40 - 10:10, 1 September 2021**

**Partial replacement of placement: How much simulation should we be using?**

Dr Pete Bridge, Sam Pullan, Sara-Jane Ketterer, University of Liverpool and Dr Naomi Shiner, University of Derby

How much clinical training time can be replaced by simulation? Come and explore this hot topic in this symposium which will present evidence relating partial replacement of clinical training weeks with simulated placements. This session will provide an overview of the evidence and explore differences in simulation use between different professions. Evaluation of the impact of simulated placements on student learning and experience will be presented

along with some thoughts concerning the extent to which partial replacement is feasible, desirable and useful. The findings will form the basis for vigorous discussion about the future role of simulation in healthcare training.

### **Symposium 2, 08:40 - 10:10, 1 September 2021**

#### **From decision to degree. Articulation of Enrolled and Internationally Qualified Nurses with Advanced Standing: Exploring student experiences, engagement and achievement – an Australian perspective**

Barbara Black, Dr Melissa Taylor, Kate Derrington and Rowena McGregor, University of Southern Queensland

From decision to degree: This symposium will consist of three papers that explore core elements of the success of student experiences, engagement and achievement through the following domains: 1. Study findings of students' decisions to attend University to the completion of their degree: A grounded theory perspective. 2. Experts to Novice: The literature in context. 3. Supporting students from non-traditional pathways: Findings from a pilot intervention study.

## ***Themed session 2***

### ***Strand 2A: Education in a global pandemic***

#### **2Ai, 10:30 - 12:20, 1 September 2021**

##### **COVID vaccination centres as placements for Pre-Registration Nursing students**

Jane Hopping, Paul Newcombe, University of Roehampton and Jane Woollard, South West London Covid-19 Vaccination programme

This session presents an innovative project in which Pre-Registration student nurses attended clinical placements across mass vaccination centres in South West London. At a time when placement availability is reduced, this innovative collaborative approach provided a solution allowing students to benefit from a unique experience to develop their skills, whilst also allowing them to contribute in the wider pandemic effort. The project required students to undertake a bespoke training programme and provided a supervision framework to support them whilst in practice. Regular feedback was gained allowing recommendations to be made about how to involve students in future vaccination programmes.

#### **2Aii, 10:30 - 12:20, 1 September 2021**

##### **A blended learning approach to practice placements in an education setting: A culture shift**

Gerry Scott and Karen Stevens, Sheffield Hallam University

This presentation will discuss an innovative, blended learning approach to practice placements with an education focus in the Allied Health department at Sheffield Hallam University. The placement involved BSc and MSc Pre-Registration Physiotherapy students and challenged both staff and students to change the culture of traditional practice placements. Recommendations will be made for the use of a blended learning approach to practice placements across Healthcare settings as well as ideas for enabling a culture shift for post-COVID Healthcare Education.

#### **2Aiii, 10:30 - 12:20, 1 September 2021**

##### **A collaborative approach to blended learning in practice: Facilitating Public Health learning in a global pandemic**

Mary Clark and Pam Hodge, Middlesex University

The Promoting Health and Preventing Ill Health platform of the NMC standards of proficiencies highlights the Public Health role of the nurse (NMC, 2018b). Child Health student nurses in their first year spend time with the Health Visitors, this provides experience of Public Health strategies in action. During the pandemic it was not possible to facilitate a

traditional student placement. A pilot digital practice-related workbook was developed with practice partners to support the integration of theoretical components of Public Health which were then applied in practice. This focused on the delivery of the healthy child programme's 4-5-6 model (PHE, 2014).

#### **2Aiv, 10:30 - 12:20, 1 September 2021**

##### **International virtual exchange for student nurses and student midwives**

Dr Debra Morgan and Gill Smith, Northumbria University

Student exchange facilitates positive learning outcomes. However, due to the COVID-19 pandemic traditional student nurse and midwifery exchanges have not been possible. To support students to continue to undertake transcultural education and learning an alternative virtual exchange has been designed and undertaken. This virtual exchange comprises 60 students from 10 partner universities, representing five countries across the European Union (EU) and United States (US). This innovation offers opportunities for continuation in future years as either a blended activity or full alternative to traditional student nursing and midwifery exchange programmes. This paper will report on the design, implementation and evaluation of this virtual exchange innovation.

#### **2Av, 10:30 - 12:20, 1 September 2021**

##### **Managing medical student surgical placements during COVID-19: An approach to consistently delivering excellent clinical education during a pandemic**

Dr William Atkins, St. George's, University of London

COVID-19 meant that clinical placements were suspended or cancelled for Healthcare students across the UK during the first wave of the pandemic. Different strategies have since been implemented by higher education institutions to avoid further loss of learning opportunities in the 2020-21 academic year. We outline an approach taken towards introducing hybrid integrated learning in clinical placements at St George's University of London for students on their general surgical rotations, which has allowed us to consistently deliver high quality education and minimise the impact of COVID-19, despite widespread disruption to Healthcare delivery.

### ***Strand 2B: Learning, teaching and assessment strategies***

#### **2Bi, 10:30 - 12:20, 1 September 2021**

##### **Teaching and assessment strategies: Utility of human actors (OOF) in clinical reasoning and skills development in LD and MH students**

Dr Sally Arrey, Dr Ruth Elliott and Sheena Hiller, University of Huddersfield

Students are commonly exposed to realistic, clinically focused learning approaches by using medium and high-fidelity patient simulators (Yuan *et al.*, 2012). However, these patient simulators are still unable to replicate realistic learning disability or mental health experiences for students. As a result, role-play performances may help as an effective substitute for, and supplement to, simulation technology in order to enhance clinical reasoning and skills development. They provide low-risk opportunities to practice clinical skills and develop future clinical judgement for Learning Disability and Mental Health students. This study evaluated students and academics experience of clinical reasoning and skills development following their participation in sessions with actors.

#### **2Bii, 10:30 - 12:20, 1 September 2021**

##### **Using posters to assess undergraduate student nurses' understanding of Public Health issues**

Dr David Hunter, University of Glasgow

This session will explore how we have used posters to assess undergraduate student nurses' understanding of Public Health issues. We will discuss the rationale behind our move from an exam question to an individual poster and explore how successful this change

to curriculum has been. This will include presenting feedback from the students and providing our insights as academics.

**2Biii, 10:30 - 12:20, 1 September 2021**

**Involving student nurses in their assessment: The use of a combination of a group and peer assessment strategy**

Niki Simbani, Keele University

This innovation focused on involving student nurses in their assessment, using a combination of a group and peer assessment strategy in Pre-Registration Nurse Education.

**2Biv, 10:30 - 12:20, 1 September 2021**

**Co-Creation: Empowering student engagement in the assessment process - a pilot study**

Emma Pope, Cardiff University

Co-creation of teaching and learning is a growing field in higher education but the inclusion of students in the co-creation of assessment material remains slightly controversial. This session will outline how co-creation of assessment material has been undertaken using a whole class format, within a Level 6 module of the BSc (Hons) Radiotherapy & Oncology Programme at Cardiff University. It will highlight the benefits and potential pitfalls involved with this type of staff-student partnership and provide an opening for discussion around co-creation within assessment.

**2Bv, 10:30 - 12:20, 1 September 2021**

**An investigation of reflective capabilities of Physiotherapy students within the undergraduate programme**

Amanda Deaves, University of Liverpool

This research aims to evaluate students' reflective capabilities at different time points within the undergraduate physiotherapy programme. Becoming a reflective practitioner has been highlighted by the Chartered Society for Physiotherapists (CSP) and Health and Care Professions Council (HCPC) as an essential skill. Reflective practice is a crucial element of competent practice and is embedded within the undergraduate programme. By assessing the students' reflective capacity at different time points during their training it may be possible to review any changes or development of these reflective constructs. Therefore providing an overview of the students reflective capabilities and could inform teaching practices.

***Strand 2C: Student experience, engagement and achievement***

**2Ci, 10:30 - 12:20, 1 September 2021**

**Capturing the student's practice learning experience: The implementation of a national reporting system and practice learning datasets in Scotland**

Irene McDade, NHS Education for Scotland

This presentation will demonstrate NHS Scotland's Quality Management of Practice Learning Experience (QMPLE) system which provides a national approach to quality assurance, providing real-time information and reports relating to learning opportunities, student support, supervision and assessment and student feedback. It will show how quality indicators for the learning environment have been developed and are used to inform improvements.

**2Cii, 10:30 - 12:20, 1 September 2021**

**Placement impact experience and destination (PIED) longitudinal study: Nursing and Midwifery student belongingness 2018-2021**

Dr Mark Wareing and Dr Adrienne Sharples, University of Bedfordshire

This paper presents findings from a three-year collaborative longitudinal study undertaken by two universities into Nursing and Midwifery student belongingness whilst in clinical placements at the time of the Black Lives Matter movement and COVID-19 pandemic.

**2Ciii, 10:30 - 12:20, 1 September 2021**

**Empowering students: Flexible rostering for practice placements to enhance learning**

Judy Brook, City, University of London

Today's Healthcare students manage competing demands of academic study, clinical placement attendance and family/home life responsibilities. This study co-designed and piloted a flexible rostering system for Nursing students in acute settings to empower them to make choices about their shift schedules during clinical placements. Findings indicate students unanimously supported the system and recognised the significant impact it had on their ability to learn. Ward managers, practice supervisors and assessors observed a positive impact on punctuality, absenteeism and student focus when students chose their own shifts, although careful planning was important to mitigate challenges with supervision and assessment.

**2Civ, 10:30 - 12:20, 1 September 2021**

**Increasing student nurse placement capacity and patient safety**

Dr Graham Williamson and Adele Kane, University of Plymouth

We conducted a study to see whether or not having additional students working in Collaborative Learning in Practice (CLIP) placements made any difference to patient safety outcomes including medications errors, falls and pressure ulcer formation, from the NICE guidance. We also circulated a survey to assess whether students believed that CLIP made any difference or not to their competence at point of registration and leadership skills.

**2Cv, 10:30 - 12:20, 1 September 2021**

**Development of an Integrated Simulation and Assessment in Donning and Doffing for healthcare professionals (iSADD)**

Neville Schembri, Malta College of Arts Science and Technology

To date, donning and doffing of Personal Protective Equipment relies on specific written guidelines. This research project aims to build and test an innovative technology which could be the first step towards providing an attainable solution than the traditional methods of training and can support Health Care Professional educators in providing an enhanced simulation environment. Initial testing of the application is presenting the basis for an innovative tool which provides clear signage and visual alerts in a classroom setting. This goes beyond traditional teaching methods and, if found to be effective, can provide simulation which does not allow trainees to progress further during a donning/doffing educational process if this is done incorrectly.

***Strand 2D: Educational enhancement***

**2Di, 10:30 - 12:20, 1 September 2021**

**Preconceptions, perceptions and preparation for practice: A longitudinal study exploring self-efficacy in undergraduate student nurses caring for persons with dementia**

Dr Hazel McWhinnie, Government of Jersey

A prospective, longitudinal, mixed-methods case study, exploring self-efficacy in (n=420) student nurses caring for people with dementia.

**2Dii, 10:30 - 12:20, 1 September 2021**

**The introduction of case-based learning to an Adult Nursing programme**

Rachel McMillen, Sara Morgan and Pamela Davies, University of South Wales

Case-based learning (CBL) is a well-established pedagogical method used in Health Professional Education which aims to promote active, deep learning based on a real life situation (Thistlewaite et al., 2012). This approach has been introduced into a third year Adult Nursing module on the Bachelor of Nursing programme to replace a more traditional didactic style of learning. An unfolding case scenario was developed along with blended learning activities for the students to engage with throughout the module. This innovation will be presented along with the results of student evaluations and lessons learnt for future module and curriculum design.

**2Diii, 10:30 - 12:20, 1 September 2021**

### **Advancing Respiratory Care Education in COVID-19**

Dr Claire Sutton and Alexandra Roberts, University of Bradford

This innovation presentation will present an overview of Advanced Respiratory Care: a bespoke delivery of a Masters' level module at a district general hospital in response to the increased educational needs of ward-based nurses owing to the pandemic of COVID-19. The presentation will discuss the importance of versatility in delivering continuing professional development to healthcare professionals in terms of both a flexible curriculum that reflects the needs of organisations, and a willingness to deliver education in clinical settings conducive to student participation and engagement.

**2Div, 10:30 - 12:20, 1 September 2021**

### **Caring for frail older people: A coaching and educational intervention for Community Nurses**

Dr Constantina Papadopoulou, University of the West of Scotland

Using a participatory action research approach, a coaching and online teaching programme was developed aimed at enhancing the skillset of community nurses to manage frailty in a primary care setting. Following a mapping exercise, the programme was co-created with people currently living with frailty alongside the nurse participants and coaching and teaching team. A model that encompasses the breadth and depth of the programme has been developed as a reference tool for other community teams to work with. Steps are now being taken to publicise and digitise the model for use by others.

**2Dv, 10:30 - 12:20, 1 September 2021**

### **Mr B's COVID frailty journey**

Dr Clifford Lisk, Barnet Hospital, Royal Free Hospital NHS Trusts

Mr B's COVID frailty journey is a four-part webinar series arising out of the need to provide education about frailty and COVID during the pandemic which follows the clinical journey of fictitious patient Mr B through his presentation with frailty and COVID to the emergency department, his clinical progress, treatment escalation decision making, rehabilitation from acute illness and long COVID as well as end-of-life issues.

## ***Strand 2E: Key challenges in healthcare education***

**2Ei, 10:30 - 12:20, 1 September 2021**

### **Nurse Academic identity: 'Complex hybrids' - a process of creative discovery through appreciative inquiry and visual methodologies**

Dr Clare Corness-Parr, Keele University

Appreciative Inquiry methodology (Cooperrider et al., 2008) was used as an approach alongside theme boards as a visual research method, to generate data (Rose, 2014). Visual images depicting Nurse Academics' thoughts and ideas, assisted in exploring their identities. Findings included that Nurse Academics have a positive perspective of their identity, that it is derived from practice engagement in its many forms. Recommendations included: University managers and clinical practice should work closely to retain the intersection with the Clinical

Practice Environment; Nurse Academics themselves need to assert opportunities to utilise their clinical, educational and research skills explicitly through career planning.

**2Eii, 10:30 - 12:20, 1 September 2021**

**Using virtual spaces to enhance peer learning and develop a community of practice**

Mel Lindley and Ross Mallett, Sheffield Hallam University

This session will outline how virtual spaces have been used across a range of programmes (undergraduate Interprofessional Education, Pre-Registration Masters, Degree Apprenticeships and postgraduate Advanced Practice) to facilitate student collaboration outside the classroom, enhance interactivity and develop a community of practice. It will demonstrate the approach taken and technologies utilised. Outputs of this approach, including analytics, feedback from students and staff perceptions, will be shared; as well as lessons learned. Recommendations for effective implementation and optimisation of student engagement will be discussed, with consideration for infrastructure and resourcing constraints in the current higher education context.

**2Eiii, 10:30 - 12:20, 1 September 2021**

**TBC**

**2Eiv, 10:30 - 12:20, 1 September 2021**

**Journey Women: The development of identity in Midwives**

Suzanne Crozier, Edinburgh Napier

This paper presents the findings from a doctoral study which used Narrative Inquiry to explore the development of professional identity in midwives. The exploration is important because there is concern about the retention of midwives within the workforce. I will present the findings which will illustrate that becoming a midwife is more than possessing a set of skills and behaviours. Upon graduation midwives must establish an identity as both a professional and an employee when entering the workforce. The journey to becoming a midwife will be illustrated via the stories of five midwives who participated in the study.

**2Ev, 10:30 - 12:20, 1 September 2021**

**The lived experiences of newly appointed HCAs: The ward as a community of practice**

Dr Rosemary Webster, University Hospitals of Leicester

This presentation highlights the impact of the clinical environment as a place of support for learning and development for Health Care Assistants (HCAs). This doctoral research used a phenomenological approach to explore the lived experience of 12 HCAs at 3-4 weeks and six months into their role. The analysis highlighted the impact of the clinical environment; with being part of an induction cohort and classroom learning seeming to have limited relevance. The findings point to the ward as a Community of Practice (Andrew et al., 2008) and suggest ways to optimise the impact of the clinical workplace

## ***Themed session 3***

### ***Strand 3A: Student experience, engagement and achievement***

**3Ai, 14:00 - 15:20, 1 September 2021**

**An exploration of the lived experience of BAME Midwifery students**

Joanna Andrews and Victoria Schofield, Sheffield Hallam University

HEIs and healthcare educators have a pivotal role in the provision of teaching and learning methods which inclusively facilitate the learning and development of a diverse healthcare student population (Mountford, Jones & Tucker, 2006). Research has shown that once in healthcare education student experiences differ by protected characteristics, including attainment and mental health (NMC, 2020). The aim of this qualitative research is to explore the perspectives and lived experiences of BAME student midwives currently undertaking



their Pre-Registration Midwifery degree course. The presentation will discuss the findings of this study, including how the results will be utilised to enhance teaching practice and improve the quality of the Midwifery student learning experience.

### **3Aii, 14:00 - 15:20, 1 September 2021**

#### **Pongs and paint: Using a drama-based simulation approach to improve community safeguarding**

Diana De, Cardiff University

Safeguarding needs to be on every nurse's agenda. According to the UK Home Office, in 2019/2020, there were 2,024 honour-related offences recorded by the police in England and Wales (excluding Greater Manchester Police). Others will have gone unreported and victim isolation is being exacerbated by the pandemic. The author will share how clinical make-up, props and odours were successfully used to enhance learning through a classroom-based simulation called forum theatre. These enhancements were used with specialist community public health nursing (SCPHN) students to try and improve recognition and risk assessment of victims of honour-based violence within a community scenario. It will be demonstrated how this drama-based approach can easily be adapted. It is therefore hoped that attendees may adopt this approach to apply to other safeguarding situations.

### **3Aiii, 14:00 - 15:20, 1 September 2021**

#### **Student narratives and experiences of the attainment gap**

Michelle Ellis, Dr China Mills and Dr Fady Shanouda, City, University of London

Safeguarding needs to be on every nurse's agenda. According to the UK Home Office, in 2019/2020, there were 2,024 honour-related offences recorded by the police in England and Wales (excluding Greater Manchester Police). Others will have gone unreported and victim isolation is being exacerbated by the pandemic. The author will share how clinical make-up, props and odours were successfully used to enhance learning through a classroom-based simulation called forum theatre. These enhancements were used with specialist community public health nursing (SCPHN) students to try and improve recognition and risk assessment of victims of honour-based violence within a community scenario. It will be demonstrated how this drama-based approach can easily be adapted. It is therefore hoped that attendees may adopt this approach to apply to other safeguarding situations.

### **3Aiv, 14:00 - 15:20, 1 September 2021**

#### **The Healthcare Academics Race Equality Diversity and Inclusion Networks**

Sheila Sobrany and Georgina Cox, Middlesex University

Inspired by the work of members of the Chief Nursing Officer's Black Minority & Ethnic Strategic Advisory Group. The Healthcare Academics Race Equality Diversity Inclusivity Network (HAREDIN) began in December 2018 after nursing academics stated that they wanted this group to help support the student mirror group SHAREDIN. These networks are bringing about a positive change in the way that the Middlesex University works to supporting Black Minority and Ethnic Nursing staff and students in higher education as well as alumni Nursing students with a 'lift as your rise approach'. They have been shortlisted for One Middlesex staff awards.

### ***Strand 3B: Key challenges in healthcare education***

### **3Bi, 14:00 - 15:20, 1 September 2021**

#### **Maximising the potential of early career healthcare educators**

Dr Richelle Duffy, Northumbria University

This session will explore a number of interrelated educational innovations to support early career academics transitioning into higher education. Drawing on extensive networks including human resources, student union and wider support services, the strategies validate a positive impact on individual academic development and the quality of education delivered

to students. Co-construction of the innovations with students has effectively aligned early career academics' teaching, learning, and assessment with students' expectations. The reciprocal working practice further promotes critical reflectivity, fosters research partnerships and promotes meaningful dialogue.

### **3Bii, 14:00 - 15:20, 1 September 2021**

#### **Underrepresentation of men on Pre-Registration Nursing programmes in Scotland: How can we improve recruitment and minimise attrition?**

Dr Heather Whitford, University of Dundee

Men are underrepresented on Pre-Registration programmes of Nursing and have higher attrition rates. Two mixed-methods studies investigated the reasons. We found that in spite of Nursing being perceived as worthwhile, it was not felt to be a career for men. Male Nursing students can feel isolated and vulnerable on programme and some have difficulty accessing learning opportunities. The findings suggest that gendered assumptions about Nursing need to be challenged, and proactive support measures for male students are required.

### **3Biii, 14:00 - 15:20, 1 September 2021**

#### **"They share their stories, so we should share ours." Humanising student recruitment through collaboration with experts by experience**

Gillian Rudd, Wouter Jansen and Jeremy Sowter, Birmingham City University

Within this session we will explore what it means to humanise healthcare within our own practice as admissions tutors and as a result, from the very beginning of a students' journey. We will share how we have worked with Experts by Experience to develop a recruitment process that focuses on the unique value of stories and how we invite students to reflect on the meaning for their practice as future healthcare professionals.

### ***Strand 3C: Learning, teaching and assessment strategies***

### **3Ci, 14:00 - 15:20, 1 September 2021**

#### **Walking the cliff-edge: Managing the initial transition from student radiographer to professional radiographer**

Julie de Witt, University of Derby

The movement from being a Healthcare student to a Healthcare professional in the UK has never been more pronounced than it is today. The marketisation of the higher education (HE) and health sectors requires that students make a very quick shift upon qualification from a 'consumer' identity to that of service provider, with a range of sharp corollary impacts upon their sense of accountability (Sloane and Miller, 2017). In these terms, how the earliest days of post-qualification employment are managed can have profound and long-lasting consequences. This presentation will discuss the findings of a UK-wide survey of graduates in which the two key findings around the importance of induction and preceptorship are discussed.

### **3Cii, 14:00 - 15:20, 1 September 2021**

#### **Crowdsourcing: A novel tool to elicit the student voice in the curriculum design process for an undergraduate Radiography degree programme**

Janice St. John-Matthews, University of the West of England

Student participation in curriculum design is an important and evolving aspect of higher education, but current methods to achieve co-creation can be undermined by practical and conceptual issues. We evaluated the use of a novel tool for curriculum design; anonymous crowdsourcing, open to all students enrolled on an undergraduate Radiography programme in the UK. The crowdsourcing generated many ideas for the revision of the curriculum and was well received by participants. Greater marketing of the crowdsourcing could further increase uptake. Crowdsourcing appears to be a valid model for supporting student voice in

curriculum design. This study from a single programme offers lessons for others wishing to adopt and develop the approach elsewhere.

**3Ciii, 14:00 - 15:20, 1 September 2021**

**Technology enhanced learning and teaching in Echocardiography: A systematic review**

Edgar Susiku, Lusaka Apex Medical University, Zambia and Aléchia van Wyk, Middlesex University

This study used a systematic review methodology to explore evidence on the effectiveness of technology-enhanced teaching in Echocardiography training. The study found that technology-enhanced training in cardiac ultrasound offers comparable effectiveness in outcomes to traditional face-to-face teaching. Furthermore, information gleaned on cost-effectiveness was indicative of the fact that technology-enhanced education can positively affect resource-limited settings and save costs in the long run.

**3Civ, 14:00 - 15:20, 1 September 2021**

**Maslow's Hierarchy of Needs-based content analysis of student definitions of what makes a 'good' and 'not so good' mentor in clinical radiographic practice**

Julie de Witt, Univeristy of Derby

Final year (Level 6) Diagnostic Radiography students are taught the principles of mentoring and supporting learners in practice during an academic module. As part of this teaching they also explore their experiences/understanding in order to reflect on the theory of mentoring and supporting others, in order to then develop an understanding of their own development needs in relation to mentoring. Using a thematic analysis approach to the student definitions of a 'good' and a 'not so good' practice mentor, Maslow's Hierarchy of Needs was used as the analysis framework to determine the classification of the common themes that emerged. Analysis shows useful traits to 'foster' in the 'good' mentor definitions and ones to avoid as leading to deficit or diminution in the 'not so good' model.

***Strand 3D: Educational enhancement***

**3Di, 14:00 - 15:20, 1 September 2021**

**Co-production for collaborative learning through open dialogue across media: 'We dance like this'**

Dr John Stephens, Sunderland University

Contemporary Healthcare Education operates within an interconnected and rapidly changing world of challenge and opportunity in the development of curricula that reflect practice. This work provides an evaluation of a co-produced module of study within a Pre-Registration MSc Physiotherapy programme. Students identify, develop, and design small-group projects working with 'Physiopedia'. Thus, projects hold the potential to contribute to a global educational forum as well as student dialogue for learning. Students critically explore both 'product' (resultant project) and 'process' (project development). Emergent learning affects continuing professional development and identity, within themes associated with the work of Derrida, Foucault, and Bauman.

**3Dii, 14:00 - 15:20, 1 September 2021**

**TBC**

**3Diii, 14:00 - 15:20, 1 September 2021**

**Co-tecs: A collaborative technology approach to supporting enhanced learning**

Katherine Drape and Paul Watson, Northumbria University

The impact of the COVID-19 pandemic and student nurse practice learning has presented unique challenges as practice areas have swiftly adapted their way of working to ensure safe management of care for families and service users, adopting a tech approach to service

delivery. Considering this approach and the need to ensure meaningful learning and collaborative working, Northumbria University Nursing students from Child and Mental Health fields were given the opportunity to engage in a technology enhanced learning experience delivered by practice partners in the North East area.

**3Div, 14:00 - 15:20, 1 September 2021**

**Engaging students in learning about person-centred care via a neighbourhood study**

Kevin Bayley, University of Manchester

In the first-year of a Nursing degree, students study one of Greater Manchester's neighbourhoods, providing an introduction to the area and to each other. Over five days they spend time in, and learn about, an area and its population. The study focuses on public spaces, assets and culture, with activities leading to consideration of personalised care and social prescribing. This partnership with local care organisations and the third sector, deliberately keeps students away from NHS placements. Groups develop online bulletin boards and at the end of the study, these are accessible to all students visiting these areas for later placements.

**Strand 3E: Educational enhancement**

**3Ei, 14:00 - 15:20, 1 September 2021**

**Supporting the general practice nursing workforce of the future: From undergraduate to postgraduate**

Nicki Walsh, Bishop Grossetetse University

This paper will review the current drivers within General practice to support and develop the current and future workforce. It will exam a number of initiatives that have been undertaken to drive this critical agenda and examine evaluative evidence to support these measures.

**3Eii, 14:00 - 15:20, 1 September 2021**

**Achieving success through developing professional autonomy**

Joanne Rouse, University of Worcester

To enable healthcare professionals to achieve success, understanding how professional autonomy is conceived and developed is essential to support positive student experiences and successful outcomes. This session will present a hermeneutic study of student nurses' perceptions of their experiences of developing professional autonomy (n=11). Key themes to emerge included students' need to seek permissions versus using initiative, balancing accountability with autonomous action, developing expertise to take autonomous action and recognising different aspects of confidence development. Recommendations included consideration of what more can be done to enable supervisors and students to explicitly build the 'development of autonomy' into the student/supervisor relationship.

**3Eiii, 14:00 - 15:20, 1 September 2021**

**TBC**

**3Eiv, 14:00 - 15:20, 1 September 2021**

**Transition from student to newly qualified nurse: Educational preparation for practice and factors influencing transition**

Lauren Mawson, University of Central Lancashire and The Open University

Transition from student to registered nurse has been consistently found to be an emotional and stressful time requiring employers' support. Workforce planning requires education providers and employers to understand transition challenges to adequately prepare qualifying nurses and improve staff retention. This poster presents a mixed-methods case study incorporating a practice theory approach to investigate the educational preparation of a group of newly qualified nurses for practice, and their transition from student to Registered Nurse. Findings suggest tensions are multi-factorial across activity systems. Confidence is a

key factor which is shaped by placement experiences, significant events and culture of preceptorships.

## **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:

### **1A1, 15:35 - 16:05, 1 September 2021**

#### **Simulation training to prepare Nursing students for their first clinical practicum: Acquired knowledge and attitudes**

Yuka Hirai, Sayuri Kato, Masahiro Hio and Yoko Nakatani, The University of Shimane

This study examined what junior Nursing students learned and realised during an extracurricular, simulation training session held before their first clinical practicum in hospital. This role-playing scenario was designed to prepare students for their first 'hands-on' practicum in hospital. The mock patient was played by a senior student who had already completed the clinical practicum course. Junior Nursing students were asked to submit a report immediately after the session detailing what they had learned and their thoughts. Using text mining software, a word frequency list was generated, and network analysis was performed to visualise connections between related words.

### **1A2, 15:35 - 16:05, 1 September 2021**

#### **Enhancing attitudes and competency of end-of-life care using high-fidelity simulation**

Dr Carolyn Sue-Ling, University of South Carolina Aiken

High-fidelity simulation is an alternative learning strategy designed to teach undergraduate Nursing students basic, assessment, and communication skills in a safe environment. Baccalaureate of Nursing programs often offer limited experience in providing end-of-life care to older adult patients. Simulation provides an alternative to effective learning strategies to teach Nursing students basic assessment and communication skills. Mastery of these skills is critical to Nursing students as they develop attitudes and confidence towards end-of-life care. This poster presentation will focus on presenting 1) effective teaching strategies using high-fidelity simulation; 2) perceived attitude towards end-of-life care; 3) perceived competence; and 4) perceived confidence.

### **1A3, 15:35 - 16:05, 1 September 2021**

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

Dr Debra Morgan and Gill Smith, 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 maximize transformative learning at each stage of the study abroad journey. This paper reports on project experiences and evaluates the outcome of this project.

**1A4, 15:35 - 16:05, 1 September 2021**

**Developing online learning in Health and Social Care through the principles of 4Cs**

Dr Jan Royal-Fearn and Dr Alan Williams, University of Derby

This poster will present a model of online learning currently used with more than 500 Health and Social Care degree students from 60 countries. Integrated processes and underlying pedagogic principles are used to create a community of online learners who collaborate and co-produce learning content in the online platform for learning, facilitated by dedicated online expert educators. The impact and benefits from this co-operative approach with learners sharing experiences online across global boundaries will be explored.