

TIMINGS		1 September 2021 - Day 1				TIMINGS
05:45	Platform opens Main Auditorium					05:45
06:00-06:50	Welcome: Dr Celia Brigg, Associate Director, Programme and Events, Advance HE Professor Kathie Lasater, Professor Emerita, Oregon Health & Science University, USA In conversation with Dr Elisabeth Clark, Chair of the NET Organising Committee and former Director of the OU-RCN Strategic Alliance					06:00-06:50
06:50-07:00	Break, poster viewing and networking					06:50-07:00
07:00-08:20	Themed session 1					07:00-08:20
	Room 1		Room 2			
	Strand 1A: Student Experience, Engagement and Achievement		Strand 1B: Key Challenges in Healthcare Education			
	<p>1A1 Health and wellbeing experiences of first year student nurses: Finding equilibrium to succeed Dr Anne Mills, Bournemouth University</p> <p>1A2 Involvement from patients and family towards Nursing students Ian Ruddy and Dr Christine Sommers, Palta Harapan University</p> <p>1A3 Creating accessible education in Paediatric Physiotherapy Dr Jane Simmonds, University College London</p>		<p>1B1 At the intersection of health and education: Addressing curricula, monitoring and resource challenges Dr Susan Shaw and Karina Donaldson, Auckland University of Technology</p> <p>1B2 Student transition to newly qualified practitioner: What more can healthcare education do to facilitate the transition? Ruth Laws, University of East Anglia</p> <p>1B3 Authentic learning in healthcare: Challenges and opportunities Paul Chesterton, Teesside University</p> <p>1Biv - Poster+ European graduating Nursing students' satisfaction with Nursing Education Mina Tuuskkanen, University of Turku</p>			
Panel-style Q&A session (20 mins)		Panel-style Q&A session (20 mins)				
08:20-08:40	Break, poster viewing and networking					08:20-08:40
08:40-10:10	Room 1		Room 2			08:40-10:10
	Symposium 1 Partial replacement of placement: How much simulation should we be using? Dr Pete Bridge, Sam Pullan, Sara-Jane Kettner, University of Liverpool and Dr Naomi Shiner, University of Derby		Symposium 2 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			
10:10-10:30	Comfort break and poster viewing					10:10-10:30
10:30-12:20	Themed session 2					10:30-12:20
	Room 1	Room 2	Room 3	Room 4	Room 5	
	Strand 2A: Education in a global pandemic	Strand 2B: Learning, teaching and assessment strategies	Strand 2C: Student experience, engagement and achievement	Strand 2D: Educational enhancement	Strand 2E: Key challenges in healthcare education	
	Linking theme: COVID/placements	Linking theme: Assessment	Linking theme: Placements/clinical practice	Linking theme: Frailty/palliative care	Linking theme: Belonging/identity	
	<p>2A1 COVID vaccination centres as placements for Pre-Registration Nursing students Jane Hopping, Paul Newcombe, University of Southampton and Jane Woolford, Operation for the South West London COVID-19 Vaccination programme</p> <p>2A2 A blended learning approach to practice placements in an education setting: A culture shift Helen Batty, Gerry Scott and Karen Stevens, Sheffield Hallam University</p> <p>2A3 A collaborative approach to blended learning in practice: Facilitating Public Health learning in a global pandemic Mary Clark and Pam Hodge, Middlesex University</p> <p>2A4 International virtual exchange for student nurses and student midwives Dr Debra Morgan and Gill Smith, Northumbria University</p> <p>2A5 - Poster+ 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</p>	<p>2B1 Teaching and assessment strategies: Utility of human actors (OOCF) in clinical reasoning and skills development in LD and MH students Dr Sally Arrey, Dr Ruth Elliott and Sheena Hiller, University of Huddersfield</p> <p>2B2 Using posters to assess undergraduate student nurses' understanding of public health issues Dr David Hunter, University of Glasgow</p> <p>2B3 Involving student nurses in their assessment: The use of a combination of a group and peer assessment strategy Niki Simons, Keele University</p> <p>2B4 Co-Creation: Empowering student engagement in the assessment process - a pilot study Emma Pope, Cardiff University</p> <p>2B5 - Poster+ An investigation of reflective capabilities of Physiotherapy students within the undergraduate programme Amanda Deaves, University of Liverpool</p>	<p>2C1 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</p> <p>2C2 Placement impact experience and destination (PIED) longitudinal study: Nursing and Midwifery student belongingness 2018-2021 Dr Mark Wareing, University of Bedfordshire</p> <p>2C3 Empowering students: Flexible rostering for practice placements to enhance learning Judy Brook, City, University of London</p> <p>2C4 Increasing student nurse placement capacity and patient safety Dr Graham Williamson and Adele Kane, University of Plymouth</p> <p>2C5 - Poster+ Development of an Integrated Simulation and Assessment in Donning and Doffing for healthcare professionals (ISADD) Neville Scherbi, Malta College of Arts Science and Technology</p>	<p>2D1 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</p> <p>2D2 The introduction of case-based learning to an Adult Nursing programme Rachel McMillen, Sara Morgan and Pamela Davies, University of South Wales</p> <p>2D3 Advancing Respiratory Care Education in COVID-19 Dr Claire Sutton and Alexandra Roberts, University of Bradford</p> <p>2D4 Caring for frail older people: A coaching and educational intervention for Community Nurses Dr Constantina Papadopoulou, University of the West of Scotland</p> <p>2D5 - Poster+ Mr B's COVID frailty journey Dr Claire King, North Middlesex University Hospital</p>	<p>2E1 Nurse academic identity: 'Complex hybrids' - a process of creative discovery through Appreciative Inquiry and visual methodologies Dr Claire Corness-Par, Keele University</p> <p>2E2 Using virtual spaces to enhance peer learning and develop a community of practice Mel Lindley and Ross Mallett, Sheffield Hallam University</p> <p>2E3 Journey Women: The development of identity in Midwives Suzanne Crozier, Edinburgh Napier University</p> <p>2E4 - Poster+ The lived experiences of newly appointed HCAs: The ward as a community of practice Dr Rosemary Webster, University Hospitals of Leicester</p>	
	Break (10 mins)	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)	Panel-style Q&A session (25 mins)	
	Lunch break/informal networking rooms/Topia world					
	Main Auditorium					
	13:00-13:40	Keynote: Gregor Henderson, Independent Consultant and Adviser on Mental Health and Well-being at Wellbeing Ltd, formerly Director of Mental Health, Public Health England				
13:40-14:00	Comfort break and poster viewing					13:40-14:00
14:00-15:20	Themed session 3					14:00-15:20
	Room 2	Room 3	Room 4	Room 5		
	Strand 3B: Key challenges in healthcare education	Strand 3C: Learning, teaching and assessment strategies	Strand 3D: Educational Enhancement	Strand 3E: Educational Enhancement		
	Linking theme: Recruitment	Linking theme: Radiography	Linking theme: Collaboration	Linking theme: Autonomy/self-efficacy		
	<p>3B1 Maximising the potential of early career healthcare educators Dr Richelle Duffy, Northumbria University</p> <p>3B2 Under-representation of men on Pre-Registration Nursing programmes in Scotland. How can we improve recruitment and minimise attrition? Dr Heather Whitford, University of Dundee</p> <p>3B3 "They share their stories, so we should share ours." Humanising student recruitment through collaboration with experts by experience Wouter Jansen and Jeremy Souster, Birmingham City University</p>	<p>3C1 Walking the cliff-edge: Managing the initial transition from student radiographer to professional radiographer Julie de Witt, University of Derby</p> <p>3C2 Crowdsourcing: A novel tool to elicit the student voice in the curriculum design process for an undergraduate radiography degree programme Janice St. Jon-Matthews, University of the West of England</p> <p>3C3 Technology enhanced learning and teaching in Echocardiography: A systematic review Edgar Susuku, Lusaka Apex Medical University/ Zambia and Alechia van Wyk, Middlesex University</p> <p>3C4 - Poster+ 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, University of Derby</p>	<p>3D1 Co-production for collaborative learning through open dialogue across media: We dance like this Dr John Stephens, Northumbria University</p> <p>3D2 Co-tecs: A collaborative technology approach to supporting enhanced learning Katherine Drape and Paul Watson, Northumbria University</p> <p>3D3 - Poster+ The Healthcare Academics Race Equality Diversity and Inclusion Networks Sheila Sobrany and Georgina Cox, Middlesex University</p> <p>3D4 - Poster+ Engaging students in learning about person-centred care via a neighbourhood study Kevin Bayley, University of Manchester</p>	<p>3E1 Supporting the general practice nursing workforce of the future: From UG to PG Nicki Walsh, Bishop Grosseteste University</p> <p>3E2 Achieving success through developing professional autonomy Joanne Rouse, University of Worcester</p> <p>3E3 Student narratives and experiences of the attainment gap Michelle Ellis, Dr China Mills and Dr Fay Sharouda, City, University of London</p> <p>3E4 - Poster+ Transition from student to newly qualified nurse: Educational preparation for practice and factors influencing transition Lauren Mawson, The Open 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)		
15:20-15:35	Comfort break and poster viewing					15:20-15:35
15:35-16:05	Main Auditorium					15:35-16:05
	Live poster session					
	<p>1A1 - Simulation training to prepare nursing students for their first clinical placement: Acquired knowledge and attitudes, Yuka Hirai, Sayuri Kato, Masahiro Hto and Yoko Nakatani, The University of Shimane</p> <p>1A2 - Enhancing attitudes and competency of end-of-life care using high-fidelity simulation, Dr Carolyn Sue-Ling, University of South Carolina Aiken</p> <p>1A3 - Implementation and evaluation of a transformative learning framework to enhance learning during study abroad, Dr Debra Morgan and Gill Smith, Northumbria University</p> <p>1A4 - Developing online learning in health and social care through the principles of 4Cs, Dr Jan Royal-Fearn and Dr Alan Williams, University of Derby</p>					
16:05-16:15	Plenary and close of Day 1					16:05-16:15
16:15-17:15	Main Auditorium					16:15-17:15
	Editorial Advice Session Sam Crowe, Commissioning Editor, Open University Press, McGraw-Hill					