Call for abstracts

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1. Deadline

Abstracts should be submitted online via: https://advance-he.onlinesurveys.ac.uk/net2022-submissions by midnight on Friday 25 February 2022.

Please note that when preparing your abstract submission, you will be asked to complete detailed sections relating to a number of questions specific to your abstract type. In total, theme paper and symposium abstracts should be no more than 600 words in length, with poster abstracts no more than 300 words in length.

2. Themes

All theme papers and poster+ presentations need to align with one of the conference’s four overarching themes:

1. Educational enhancement

All healthcare educators are expected to generate fresh ideas and any enhancement needs to be embedded in the curriculum. Papers should include the context of the enhancement, evidence to support the enhancement and address novel approaches to learning and teaching. Sub-themes within this area could include, but are not limited to:

- **Humanising healthcare education**: Exploring issues relating to the preparation of healthcare professionals. How can learning and teaching promote critical thinking and meaningful debate and dialogue? Papers should demonstrate ways in which education can enhance understanding of ‘what it means to be human’ and of compassionate and person-centred care.
- **Assessing the impact of pre- and post-registration learning on clinical practice**: Exploring issues of impact and reach and how we improve educational outcomes, student experience and student success in clinical practice. Papers should include evidence of impact and the evaluation methods undertaken.

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Partnership working: Working in partnership permeates health and social care policy, particularly in healthcare education with partnerships between education and service providers. How do we do this effectively? How do we encourage co-creation? Papers should explore experience, impact and outcomes of partnership working and include evaluation data wherever possible.

Equality, diversity and inclusion: Papers should demonstrate how equality, diversity and inclusion have been embedded within curricula or in institutional, departmental, or programme policies and considerations. What benefits or barriers has remote or blended delivery brought to improving accessibility? How do we ensure equity for all within healthcare education? What measures have been taken to redress the balance of underrepresented groups within healthcare education? And how has the curriculum been adjusted to ensure inclusivity for all?

2. Learning, teaching and assessment strategies
This theme is concerned with the shift from teaching to the facilitation of learning and papers should explore the most effective strategies in healthcare education, particularly at a time of rapid change and economic constraint. Sub-themes within this area could include, but are not limited to:

- **Evidence-based learning, teaching and assessment:** Focusing on innovative practices that have demonstrable positive outcomes on student learning. Papers should include evidence of evaluation and impact and how initiatives can be adapted across other healthcare professions.

- **Interprofessional learning and working:** Identifying initiatives that demonstrate multi-professional developments in health and social care. Papers should provide evidence of critical understanding of interprofessional learning and the analysis of relevant research and existing models of practice.

- **Education in clinical practice and practice development:** Innovative practice and research in practice education and in practice development are at the heart of this sub-theme. Papers should explore the challenges of linking practice with theory and how best to apply knowledge in the practice setting.

- **Technology enhanced learning:** Focusing on the use of technology to enhance students’ learning experience, topics could include but are not limited to: using simulation to enhance learning; the rise of virtual reality and how we are preparing students for the rapid evolution of this technology; effective use of e-learning/blended learning; and using social media to facilitate learning. Papers should demonstrate how initiatives contribute to effective and innovative education and service development.

- **Hybrid and blended curricula:** Identifying and evidencing successful new models of delivery. How have models of blended learning been adapted to ensure the perceived value of the learning is maintained and the engagement of students continues to be high? How does the ‘new normal’ compare to traditional delivery in terms of effectiveness and value-for-money, and how has this been disseminated to students as ‘customers’? How are student recruitment patterns changing across the range of hybrid, blended and in-person courses on offer?

3. Key challenges in healthcare education
This theme explores the current and future challenges facing our professions and papers should offer solutions to address them. Sub-themes within this area could include, but are not limited to:

- **Global challenges in healthcare education:** Examining the experiences of working and delivering educational programmes across countries and continents, including evaluation of the cultural impact, any key insights, benefits and challenges.

- **Developing the future healthcare education workforce:** How can we best support and develop healthcare educators? What is the place of identity, integrity and reflective practice in a context where learning and teaching, research and student experience can exert conflicting demands? In a ‘hybrid’ world, how can we model professional behaviours and expectations to students to assist them in developing their own professional identities? How
do we increase students’ exposure to good role models within and outside of their own healthcare professions?

- **Social, economic and policy drivers in healthcare education:** How does current policy influence local structures and practices and how can healthcare educators respond?
- **Managing placements:** Identifying solutions for, and barriers to, providing effective and valuable placement experiences while safeguarding students. What valuable lessons have been learned in terms of managing and engaging with students on clinical placement? In what ways can simulation and role play provide as valuable a learning experience as an in-person placement for students?

4. **Student experience, engagement and achievement**

Papers in this theme must place the student at the centre of the debate. Research evidence relating to the student experience should be included wherever possible. Sub-themes within this area could include, but are not limited to:

- **Inclusivity in healthcare education:** Exploring learning and teaching practices and initiatives that address the equality, diversity and inclusivity agenda. How can we best support under-represented and diverse groups, and ensure equity in all our learning and teaching?
- **Widening participation:** Debating issues of access to healthcare education. How do we ensure that everyone is provided the best opportunity for learning, regardless of background, financial status, geographical access to education, or childcare commitments? How do we ensure we recruit the right people into healthcare education?
- **Student support and wellbeing:** Identifying methods to address the specific needs of 21st Century students. How to we fulfil student expectations? How do we prepare our students for graduate practice? Are students satisfied with the support they receive?
- **Retention and success in healthcare education:** Identifying methods to address the distinct challenges of this area across all healthcare professions. How do we better enable student success; effectively use student data, and improve engagement and support? How do we best integrate student support services and teaching practice? How do we balance mainstream support with targeted support?
- **The post-pandemic student:** How have students’ expectations of learning changed over the past two years? How have the ways in which we support our students changed as a result of blended delivery? How has the balance between subject-specific knowledge and attributes, such as resilience and self-efficacy, changed, and what initiatives have been developed to address this? What evidence is available to support specific approaches/claims?

3. **Delivery mode and session types**

NET2021 marked a significant milestone in the 31-year history of the NET Conference, in its transition to a fully virtual model. Combining valuable lessons learned from 2021 and honouring the wishes of presenters and delegates, NET2022 will offer a combination of in-person and virtual delivery methods, via a three-day structure, with Day three providing opportunities for remote delivery to a hybrid audience of in-person and remote delegates.

While remote delivery options are available, remote session slots within the conference programme are limited, and to enable a vibrant and stimulating in-person experience and the continuation of the conference ethos of networking, it is requested that the majority of UK presenters attend and deliver in person, allowing non-UK presenters, presenters with mobility, accessibility or health issues preventing them to attend in person, space within the programme to contribute.

Before submitting an abstract to this call, please give careful consideration to the delivery mode you wish to select and your ability to attend the conference in person. You initially will be asked for your opted delivery mode, and your reason for selecting this, but also whether remote delivery is the only way you would be able to present, or if this is your preferred option. In the review process, essential remote delivery will be prioritised over preferred remote delivery. If you selected this as a preferred
option, and your session is selected by the reviewers, you may be given a provisional offer of acceptance dependent on in-person delivery.

Once you have confirmed acceptance of any offer to present, regardless of delivery mode, it will not be possible to change.

Where remote presentations have co-presenters, those co-presenters can, if they wish, attend the conference in person.

All session types can be offered as either remote or in-person delivery:

- Theme paper presentations;
- Poster+ presentations;
- Symposium presentations;
- Poster presentations.

All presenters and co-presenters, regardless of delivery mode, will be expected to register for the conference for a minimum of one day in order to deliver their session and be active participants in the conference.

4. In-person delivery

NET2022 will provide presenters and delegates a full in-person conference experience, with Day 3 utilising video conferencing technology to allow remote presentations in hybrid sessions, attended by both in-person and remote presenters and delegates.

Presenters able to attend the conference in person, should select the in-person option as their preferred delivery mode, regardless of the day or days they wish to attend.

   a. Themed sessions

Themed sessions are designed to allow a meaningful and in-depth discussion around one of the conference's themes. These sessions are up to 120 minutes in length and comprise four theme paper presentations and one or two Poster+ presentations. Theme paper presentations are 20 minutes in length, with Poster+ presentations being short, 5-minute presentations. The remaining time within the session is focused on questions for the presenters and discussion around the session’s theme. All themed sessions will be chaired by an experienced convenor who will facilitate the session, including overseeing the timings. All presenters should be prepared to remain in the session for the full 120 minutes, answer questions from delegates and contribute to the theme group discussion.

On Days 1 and 2 of the conference, theme paper presentations and Poster+ presentations will in the majority be delivered in person, although we reserve the right to include remote presentations if necessary. Themed sessions on Day 3 will be a mix of in-person and remote presentations.

   i. In-person theme paper presentations

Abstracts for theme papers should be submitted under one of three categories: research, innovation or issues for debate.

Research presentations
Research papers should focus on the education of healthcare professionals and have implications for learning, teaching or assessment. They provide an opportunity to present a fully completed study, a completed phase of a study or a systematic review. Abstracts should acknowledge the international relevance of the research and its impact on healthcare education practice in higher education (HE). A study, or phase of a study, must be complete with the data available and analysed by the time of presentation at the beginning of September 2022.
Innovation presentations

Innovation papers are intended as an opportunity to present educational innovations/developments that have been implemented in one or a small number of sites and their contribution and value evaluated. These papers are intended to trigger debate about how small-scale innovations may be useful in other settings. They may include reports of innovations in clinical practice, together with the implications for educational development and change.

Issues for debate

Papers presented in this category offer an opportunity to present a scholarly, conceptual, evidence-based, reflective perspective on a contemporary educational issue. Papers in this category should be well referenced, tightly structured and robustly argued. They should be designed to stimulate debate about the key issue(s) raised.

Theme paper abstracts should relate to one of the four conference themes:
- Educational enhancement;
- Learning, teaching and assessment strategies;
- Key challenges in healthcare education; or
- Student experience, engagement and achievement.

Details of the four themes can be found in the section above.

Theme paper abstracts must:
- be submitted under ONE of the three categories: research, innovation or issues for debate;
- be relevant to the selected theme;
- adhere to assigned word limits (excluding references);
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelled out in full;
- include full references, using the Harvard referencing style;
- include up to five key words that will enable reviewers to confirm the fit to your chosen theme; and
- list three bullet points that indicate how your work contributes to knowledge development in the selected theme.

Submissions will be reviewed against the following criteria:
- demonstration of academic rigour and scholarship;
- relevance to the selected theme;
- evidence of understanding current issues and relevant debates;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international, multidisciplinary healthcare audience.

ii. In-person poster+ presentations

Poster+ presentations consist of a visual poster plus a 5-minute presentation delivered within a themed session. Poster+ presenters will also have the opportunity to discuss their poster informally with delegates during scheduled viewing sessions in the programme.

In-person Poster+ presenters should have their poster professionally printed, which will be displayed throughout the conference in the poster exhibition area. Posters can be produced in either portrait or landscape orientation but should not exceed A1 in size.

Poster+ presentation abstracts must relate to one of the four conference themes:
- Educational enhancement;
- Learning, teaching and assessment strategies;
- Key challenges in healthcare education; or
- Student experience, engagement and achievement.
Details of the four themes can be found in the section above.

Poster abstracts should address topical and innovative issues relating to the future of healthcare education and demonstrate relevance to the selected theme. They allow you to present preliminary findings of a project/study that may not yet be complete. Posters may include reports of clinical practice developments, provided they include clear implications for educational development and change.

Poster presentation abstracts must:
- make the focus of the poster clear;
- where relevant, identify research approaches and include any formal evaluation undertaken;
- address an issue in healthcare education;
- consider transferability to a variety of settings and healthcare professions;
- include clear implications for healthcare education tomorrow;
- address the interests of an international, multidisciplinary healthcare audience;
- adhere to assigned word limit (excluding references);
- be relevant to the selected theme;
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.

Submitted poster abstracts will be reviewed against the following criteria:
- demonstration of clarity of focus and message;
- relevance to the selected theme;
- demonstration of academic scholarship;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international, multidisciplinary healthcare audience.

Tips and guidance on preparing an academic poster can be found on the Advance HE website at: https://www.advance-he.ac.uk/sites/default/files/2019-05/Tips-and-guidance-on-preparing-an-academic-poster-FINAL.pdf

b. In-person symposia

A symposium provides an opportunity to explore a leading-edge topic that may or may not be addressed by the conference themes.

Symposia are 90-minute sessions comprising three or four individual papers or presentations, all linked by a central theme and a shared focus. One submission should be made for a team of presenters, each speaking about a separate paper, but collaborating as a team to involve delegates in a wider discussion around the symposium’s main theme. Symposia should allow at least 25 minutes for debate and discussion.

Symposium abstracts do not need to be linked to any of the conference themes, but the linking theme of the papers should be explicitly defined within the submission. Your symposium title should give a clear indication of the subject matter and also be appealing – the symposia are presented concurrently so delegates have to choose which to attend.

Symposium abstracts must:
- include an outline and objectives for the proposed symposium;
- itemise the individual papers and their author(s);
- clearly demonstrate how the papers link together;
- adhere to assigned word limits (excluding references);
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.
Submissions will be reviewed against the following criteria:

- demonstration of academic rigour and scholarship;
- evidence of understanding current issues and relevant debates;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international, multidisciplinary healthcare audience.

c. **In-person posters**

Posters must address topical and innovative issues relating to the future of healthcare education, but **do not need** to relate to the conference themes. They also allow you to present preliminary findings of a project/study that may not yet be complete. Posters may include reports of clinical practice developments, provided they include implications for educational development and change.

Poster presenters will have the opportunity to discuss their poster informally with delegates during scheduled viewing sessions in the programme, but they do not need to prepare a formal presentation.

In-person Poster presenters should have their poster professionally printed, which will be displayed throughout the conference in the poster exhibition area. Posters can be produced in either portrait or landscape orientation but should not exceed A1 in size.

Poster presentation abstracts must:

- make the focus of the poster clear;
- where relevant, identify research approaches and include any formal evaluation;
- address an issue in healthcare education, not necessarily one of the conference themes;
- consider transferability to a variety of settings and healthcare professions;
- include clear implications for healthcare education tomorrow;
- address the interests of an international, multidisciplinary healthcare audience;
- adhere to assigned word limits (excluding references);
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.

Submitted poster abstracts will be reviewed against the following criteria:

- demonstration of clarity of focus and message;
- demonstration of academic scholarship;
- consideration of transferability to a variety of settings and healthcare professions;
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### 5. Remote delivery

Day 3 of NET2022 will utilise video conferencing technology to allow remote presentations in hybrid sessions, attended by both in-person and remote presenters and delegates.

Presenters who are unable to attend the conference in person, due to overseas travel restrictions, accessibility issues, or health concerns that would prevent them from attending, should select the remote option as their preferred delivery mode. Sessions to be delivered remotely will be scheduled into the programme on Day 3.
a. Hybrid themed sessions

Themed sessions are designed to allow a meaningful and in-depth discussion around one of the conference’s themes. These sessions are 120 minutes in length and comprise four theme paper presentations and one or two Poster+ presentations, delivered as a mix of in-person and remote presentations, live streamed into the presentation room. It is our intention to make these sessions fully integrated to allow open discussion between remote and in-person attendees.

Theme paper presentations are 20 minutes in length, with Poster+ presentations being short, 5-minute presentations. The remaining time within the session is focused on questions for the presenters and discussion around the session’s theme. All themed sessions will be chaired, in person, by an experienced convenor who will lead the discussion, monitor and refer to questions and comments in the chat, and oversee timings. All presenters should be prepared to remain in the session for the full 120 minutes, answer questions from delegates and contribute to the themed discussion.

While it is our intention to schedule hybrid sessions on Day 3 only, the Committee reserves the right to include remote presentations within the Day 1 or Day 2 programme, if necessary.

i. Remote theme paper presentations

Abstracts for theme papers should be submitted under one of three categories: research, innovation or issues for debate.

Research presentations
Research papers should focus on the education of healthcare professionals and have implications for learning, teaching or assessment. They provide an opportunity to present a fully completed study, a completed phase of a study or a systematic review. Abstracts should acknowledge the international relevance of the research and its impact on healthcare education practice in higher education (HE). A study, or phase of a study, must be complete with the data available and analysed by the time of presentation at the beginning of September 2022.

Innovation presentations
Innovation papers are intended as an opportunity to present educational innovations/developments that have been implemented in one or a small number of sites and their contribution and value evaluated. These papers are intended to trigger debate about how small-scale innovations may be useful in other settings. They may include reports of innovations in clinical practice, together with the implications for educational development and change.

Issues for debate
Papers presented in this category offer an opportunity to present a scholarly, conceptual, evidence-based, reflective perspective on a contemporary educational issue. Papers in this category should be well referenced, tightly structured and robustly argued. They should be designed to stimulate debate about the key issue(s) raised.

Theme paper abstracts should relate to one of the four conference themes:
- Educational enhancement;
- Learning, teaching and assessment strategies;
- Key challenges in healthcare education; or
- Student experience, engagement and achievement.

Details of the four themes can be found in the section above.

Theme paper abstracts must:
- be submitted under ONE of the three categories: research, innovation or issues for debate;
- be relevant to the selected theme;
- adhere to assigned word limits (excluding references);
- be written in English;
be free from jargon or ‘shorthand’ and any abbreviations should be spelled out in full;
include full references, using the Harvard referencing style;
include up to five key words that will enable reviewers to confirm the fit to your chosen theme; and
list three bullet points that indicate how your work contributes to knowledge development in the selected theme.

Submissions will be reviewed against the following criteria:
- demonstration of academic rigour and scholarship;
- relevance to the selected theme;
- evidence of understanding current issues and relevant debates;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international, multidisciplinary healthcare audience.

ii. Remote *poster+* presentations

Poster+ presentations consist of a visual electronic poster plus a 5-minute presentation delivered within a themed session. Remote poster+ presenters will also have the opportunity to discuss their poster informally with delegates via the Advance HE conference platform during scheduled viewing sessions within the programme.

Remote poster+ presenters should produce their poster electronically in PDF format and send to Advance HE ahead of the conference. Presenters will be assigned a poster booth on the conference platform via which they can display their poster, include information about the project behind their poster, and interact with delegates via video or text chat. Remote posters will be displayed on Day 3 of the conference, in the virtual poster exhibition area of the conference platform.

Poster+ presentation abstracts must relate to one of the four conference themes:
- Educational enhancement;
- Learning, teaching and assessment strategies;
- Key challenges in healthcare education; or
- Student experience, engagement and achievement.

Details of the four themes can be found in the section above.

Poster+ abstracts should address topical and innovative issues relating to the future of healthcare education and demonstrate relevance to the selected theme. They allow you to present preliminary findings of a project/study that may not yet be complete. Posters may include reports of clinical practice developments, provided they include clear implications for educational development and change.

Poster+ presentation abstracts must:
- make the focus of the poster clear;
- where relevant, identify research approaches and include any formal evaluation undertaken;
- address an issue in healthcare education;
- consider transferability to a variety of settings and healthcare professions;
- include clear implications for healthcare education tomorrow;
- address the interests of an international, multidisciplinary healthcare audience;
- adhere to assigned word limit (excluding references);
- be relevant to the selected theme;
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.
Submitted poster+ abstracts will be reviewed against the following criteria:

- demonstration of clarity of focus and message;
- relevance to the selected theme;
- demonstration of academic scholarship;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international, multidisciplinary healthcare audience.

Tips and guidance on preparing an academic poster can be found on the Advance HE website at: https://www.advance-he.ac.uk/sites/default/files/2019-05/Tips-and-guidance-on-preparing-an-academic-poster-FINAL.pdf

**b. Remote symposia**

A symposium provides an opportunity to explore a leading-edge topic that may or may not be addressed by the conference themes.

Symposia are 90-minute sessions comprising three or four individual papers or presentations, all linked by a central theme and a shared focus. One submission should be made for a team of presenters, each speaking about a separate paper, but collaborating as a team to involve delegates in a wider discussion around the symposium’s main theme. Symposia should allow at least 25 minutes for debate and discussion.

Symposia could be delivered via a mix of remote and in-person presenters, but will be scheduled into Day 3 of the conference as hybrid sessions.

Symposium abstracts **do not need** to be linked to any of the conference themes, but the linking theme of the papers should be explicitly defined within the submission. Your symposium title should give a clear indication of the subject matter and also be appealing – the symposia are presented concurrently so delegates have to choose which to attend.

Symposium abstracts must:

- include an outline and objectives for the proposed symposium;
- itemise the individual papers and their author(s);
- clearly demonstrate how the papers link together;
- adhere to assigned word limits (excluding references);
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.

Submissions will be reviewed against the following criteria:

- demonstration of academic rigour and scholarship;
- evidence of understanding current issues and relevant debates;
- transferability to a variety of settings and healthcare professions;
- inclusion of clear implications for healthcare education tomorrow; and
- addressing the interests of an international healthcare audience.

**c. Remote posters**

Posters must address topical and innovative issues relating to the future of healthcare education, but **do not need** to relate to the conference themes. They also allow you to present preliminary findings of a project/study that may not yet be complete. Posters may include reports of clinical practice developments, provided they include implications for educational development and change.

Remote poster presenters will have the opportunity to discuss their poster informally with delegates via the Advance HE conference platform during scheduled viewing sessions within the programme, but they do not need to prepare a formal presentation.
Remote poster presenters should produce their poster electronically in PDF format and send to Advance HE ahead of the conference. Presenters will be assigned a poster booth on the conference platform via which they can display their poster, include information about the project behind their poster, and interact with delegates via video or text chat. Remote posters will be displayed on Day 3 of the conference, in the virtual poster exhibition area of the conference platform.

Poster presentation abstracts must:
- make the focus of the poster clear;
- where relevant, identify research approaches and include any formal evaluation;
- address an issue in healthcare education, not necessarily one of the conference themes;
- consider transferability to a variety of settings and healthcare professions;
- include clear implications for healthcare education tomorrow;
- address the interests of an international multidisciplinary healthcare audience;
- adhere to assigned word limits (excluding references);
- be written in English;
- be free from jargon or ‘shorthand’ and any abbreviations should be spelt out in full; and
- include full references, using the Harvard referencing style.

Submitted poster abstracts will be reviewed against the following criteria:
- demonstration of clarity of focus and message;
- demonstration of academic scholarship;
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6. Additional information
Please note, if your abstract is accepted for the conference, you and any co-presenters will be expected to register as paying delegates for the conference, for a minimum of one day (the day of your scheduled session). Online bookings will open soon, and registration information will be available early in 2022.

Key dates
- **Friday 25 February 2022**: Closing date for submitting abstracts
- **March 2022**: Conference bookings open
- **Week commencing 1 April 2022**: Authors will be informed whether or not their abstracts have been accepted.
- **Friday 29 April 2022**: Authors to confirm attendance at conference
- **Friday 15 July 2022**: Deadline for all presenters to book their place at the conference

Presenter availability
The conference runs from 6-8 September 2022, with remote/hybrid sessions scheduled for 8 September 2022. Presenters will be made aware of the date and time of the session at the beginning of April and no later than the week commencing **11 April 2022**. If presenting your session in person, please ensure that you are available to attend the conference on **all three dates** until your scheduled slot is confirmed. Remote presenters must ensure they are available to attend the conference remotely on 8 September 2022.

Co-presenters and responsibilities
Please include all co-presenters on the submission form. Please note:
- **All presenters** listed on the form should attend the conference (either in-person or remotely) if the session is accepted, and each will be expected to register for the conference.
• If your session is accepted for the conference, lead presenters are required to confirm that they accept the offer to present. Please ensure that you have agreed with your department or line manager that funding (if required) for your place at the conference is available, before confirming your acceptance.
• All presenters, including co-presenters, need to have booked onto the conference by 15 July 2022.
• It is the responsibility of the lead presenter to pass on all relevant details to any co-presenters, as correspondence in the first instance will be sent to the lead presenter only.
• It is the responsibility of the lead presenter to inform Advance HE at the earliest opportunity of any changes to the session title or content, or of any circumstances that prevent presenters attending the conference that could lead to the session being withdrawn.

Materials and handouts
While presenters are encouraged to provide handouts and further information during sessions, we strongly recommend that these are virtual resources to reduce any potential spread of infection, and also to encourage sustainability. Resources can be shared via web links or QR codes.

Attendee numbers
As there is no requirement for delegates to sign up to specific sessions at the conference, we are unable to guarantee audience numbers at any session.

Accessibility
We will provide presenters with clear guidance on the accessibility of presentations, and it is expected that all presenters will adhere to this guidance and also ensure that any presentations and virtual resources meet Advance HE’s accessibility requirements.

Privacy policy
All the information supplied on the submission forms will be stored by Advance HE in paper and/or electronic format for the purposes of administration of the conference. Additionally, except where stated otherwise, information supplied in submission forms may be published in the conference app, on the conference website and Advance HE blog pages.

For further information regarding Advance HE’s programmes and events privacy policy, please visit: https://www.advance-he.ac.uk/programmes-events/privacy-policy

By completing the submission form you are agreeing to your data being used in the above manner.

Contact us
If you have any queries about the conference, please contact conference@advance-he.ac.uk

We look forward to welcoming you at NET2022.