

TIMINGS	6 September - Day 1					TIMINGS
08:15-09:15	Registration - George Fox Foyer					08:15-09:15
09:15-09:30	Main Auditorium - George Fox 1					09:15-09:30
09:30-10:10	Welcome from the NET Committee					09:30-10:10
09:30-10:10	Keynote: Professor Bridgette Bewick, Professor in Psychological health, wellbeing, and education, University of Leeds Chair: Michelle Ellwood, University of Leeds					09:30-10:10
10:10-10:30	Refreshments and poster viewing George Fox Foyer & George Fox 5-6					10:10-10:30
10:30-12:15	Themed session 1					10:30-12:15
	George Fox 2	George Fox 3	George Fox 4	Charles Carter A16	Charles Carter A17	
	Strand 1A: Student experience, engagement and achievement	Strand 1B: Key challenges in healthcare education	Strand 1C: Learning, teaching and assessment strategies	Strand 1D: Student experience, engagement and achievement	Strand 1E: Educational Enhancement	
	Linking theme: Student mental health and wellbeing	Linking theme: Sustainability and global health	Linking theme: Collaborative practice	Linking theme: Clinical practice	Linking theme: Learning from the voices of others	
	Convener: Abbie Fordham Barnes	Convener: Andy Melling	Convener: Celia Brigg	Convener: Dave Thomas	Convener: Wendy Mayne	
	<p><b>1Ai</b> Designing the learning environments in Nursing Education in the pandemic age: Detecting factors which lead to better students' wellbeing Dr Valentina Simonetti, University of Bari, Dr Dania Comparicini, University of Marche and Professor Marco Tomietto, Northumbria University</p> <p><b>1Aii</b> The Creative Mental Health Framework: Reducing mental health (MH) and LGBTQ+ stigma at the University of Central Lancashire (UCLan) using peer support and co-production Dr Gillian Rayner, University of Central Lancashire</p> <p><b>1Aiii</b> Managing healthcare student wellbeing beyond the coronavirus pandemic Andrea Cameron, Abertay University</p> <p><b>1Aiv</b> Belonging at Birmingham City University Asmah Bibi, Claire Lynch, Nahid Younis, Inderjosh Heer and Kimberely Vickerman, Birmingham City University</p> <p><b>1Av (Poster+)</b> Can interprofessional simulation improve student paramedic confidence in de-escalation skills? Simon Downs and Laurence Drew, University of Surrey</p>	<p><b>1Bi</b> Embedding sustainability principles to Nursing Education: Preparing professional staff for a Net Zero healthcare system Dr Kirsi Talman, Dr Jocelyn Cornish and Melanie Maddison, King's College London and Victoria Stanford, Centre for Sustainable Health</p> <p><b>1Bii</b> Cutting the apron strings: Greening up clinical skills practices in Nursing Education Alison Taylor and Leonie Harrison, University of Brighton</p> <p><b>1Biii</b> Engagement with global health among healthcare students in England Ross Goldstone, Health Education England</p> <p><b>1Biv</b> Interprofessional global health teaching Dr Debbi Marais, Professor Georgia Kremmyda, Professor Oleakan Uthman, Dr Bronwyn Harris, University of Warwick</p>	<p><b>1Ci</b> Collaborative Learning in Practice in General Practice Nursing settings: A research study Dr Graham Williamson and Adele Kane, University of Plymouth</p> <p><b>1Cii</b> Building Collaborative Communities: Peer Assisted Learning &amp; the Union of Students Erica Bellamy, Sian Hill, Tony Longbone and Trudy Cowan, The University of Derby</p> <p><b>1Ciii</b> Finding the meaning in assessment criteria: Using interdisciplinarity to deconstruct and reconstruct criteria to enable learning and promote assessment literacy Daniel Spence and Dr Jane Tobbell, University of Huddersfield</p> <p><b>1Civ</b> Developing and Evaluating a Resource to Support Student Nurse Placements in General Practice Pam Hodge and Catherine Sagias, Middlesex University</p> <p><b>1Cv (Poster+)</b> Evaluation of the Blended Practice-based Learning Model within Physiotherapy and Occupational Therapy clinical education Anna Rees and Vikki Barnes-Brown, University of Liverpool</p>	<p><b>1Di</b> The importance of effective clinical support and assessment in the development of higher level practice, and the impact that higher education institutions can have on post-registration student outcomes Dr Wendy Wesson and Julie Reynolds, Keele University</p> <p><b>1Dii (Poster+)</b> The effectiveness of clinical simulation in professional healthcare programmes to improve students' situational awareness during acute deterioration Zoe Mason, University of Cumbria</p> <p><b>1Diii</b> Facilitating expansive learning in practice: Expanding the boundaries of practice education Dr Sinead Mehigan, Middlesex University and Nikita Hill, UCLH</p> <p><b>1Div</b> Listening at the window: A narrative inquiry describing student nurses' experiences of learning in clinical practice Ruth Poxon, University of Wolverhampton</p> <p><b>1Dv (Poster +)</b> Emergency Department Clinical Skills Assistant Tulsi Patel, Dr Andrew Beckham and Dr Hannah Tang, Nottingham University Hospital Trust NHS</p>	<p><b>1Ei</b> Embedding the service user/carer voice in module design, delivery and assessment: The UCLan School of Nursing approach Janet Garner, Susan Barnhurst, Steph Holmes and Gareth Bell, University of Central Lancashire</p> <p><b>1Eii</b> The lived experience of autistic tutors at a higher education institution: Reflections and recommendations for student support Claire Aubrey and Philippa Laskey, University of Cumbria</p> <p><b>1Eiii</b> The Student Midwife Care Survey: Using service users views and preferences to inform the development of practice learning models in midwifery Dr Rosalind Haddrill, Edinburgh Napier University and Dr Vikki Smith, Northumbria University</p> <p><b>1Eiv</b> Academic experiences of teaching transnational Nurse Education overseas Dr Collette Straughair, Northumbria University</p>	
12:15-13:15	Lunch break George Fox Foyer					12:15-13:15
13:15-15:00	Themed session 2					13:15-15:00
	George Fox 2	George Fox 3	George Fox 4	Charles Carter A16	Charles Carter A17	
	Strand 2A: Learning, teaching and assessment strategies	Strand 2B: Key challenges in healthcare education	Strand 2C: Key challenges in healthcare education	Strand 2D: Student experience, engagement and achievement	Strand 2E: Key challenges in healthcare education	
	Linking theme: Online solutions	Linking theme: Innovation in practice learning	Linking theme: Promoting wellbeing	Linking theme: Nursing students' experience	Linking theme: Key challenges in healthcare education	
	Convener: Debbi Marais	Convener: Graham Williamson	Convener: Celia Brigg	Convener: Abbie Fordham Barnes	Convener: Michelle Ellwood	
	<p><b>2Ai</b> Development of blended online Nursing student selection interviews: A mixed-methods study Dr Kirsi Talman and Dr Mark Baker, King's College London and Dr Jonna Vierula, Laurea University of Applied Sciences</p> <p><b>2Aii (Poster+)</b> Bridging the Gap: Using technology enhanced learning to demonstrate the importance of evidence-based practice in healthcare Gemma Spencer, University of Central Lancashire</p> <p><b>2Aiii</b> Working in partnership with people with dementia and family carers for the digital delivery of a national workforce development programme: Scotland's Dementia Champions Dr Anna Jack-Waugh, University of the West of Scotland</p> <p><b>2Aiv</b> Using simulated placements to promote inclusive practices: An Higher Education Institution faculty's experience of delivery Claire Aubrey, Dr Karen Morris and Finn Drude, University of Cumbria</p> <p><b>2Av (Poster+)</b> Project Hephaestus: Crafting experiential learning through adaptive virtual placements for second year student nurses Virginia Roberts, University of Winchester</p>	<p><b>2Biii</b> "Growing Pains": Creating practice learning capacity through simulation Gary Francis, Philip Davey and Gareth Evans, London South Bank University</p> <p><b>2Biv</b> Designing a new sustainable university speech and language therapy clinic to support student placements: Challenges and successes Dr Caroline Law and Julia Stewart, Plymouth Marjon University</p> <p><b>2Bv</b> Evaluation of Health and Wellbeing Outreach Programme and undergraduate Nursing social prescribing practice learning experience Professor Jacqueline Leigh, Dr Michelle Howarth, Liz Burns, Catherine Croughan and Maxine Hamilton-Bell, University of Salford</p>	<p><b>2Ci</b> The costs of becoming a nurse: Promoting student learning and wellbeing amid the cost of living crisis Dr Mark Molesworth, Glasgow Caledonian University</p> <p><b>2Cii</b> The healthcare academic workforce and responding to coronavirus-related challenges Andrea Cameron, Abertay University</p> <p><b>2Civ</b> Moving Healthcare Professionals Programme: Embedding the promotion of physical activity in healthcare curricula Andrea Cameron, Abertay University and Ruth Shaw, Office for Health Improvement and Disparities</p> <p><b>2Cv (Poster+)</b> "I was thinking like this woman's actually going to die." A study to explore psychological support mechanisms during simulated and real life obstetric emergencies Dr Lyz Howie, University of the West of Scotland</p>	<p><b>2Diii</b> Student experiences of learning about the magical and mysterious world of genetics and genomics Deborah Leetham, Northumbria University</p> <p><b>2Div</b> Making the students the hero of their story Kirsteen Lang and Wendy Mayne, Glasgow Caledonian University</p> <p><b>2Dv</b> What does academic self-efficacy look like in Nursing? Determining patterns across fields of practice and years of study Brian McGowan, Ulster University</p>	<p><b>2Ei</b> Developing global leaders in palliative care: Refining a postgraduate taught programme using co-design methodology Dr Clare Ellis-Smith, King's College London</p> <p><b>2Eii</b> How are Healthcare students taught about the physiology of dying? Dr Laura Ginesi, University of East Anglia and Katie Brown and Professor Derek Scott, University of Aberdeen</p> <p><b>2Eiii</b> Learn, Teach, Reflect, Repeat: A Novel Microteaching Course Disrupting Peer-teacher Training Syed Maqbool and Rohan Mehra, University of Leicester</p> <p><b>2Ev (Poster+)</b> Discipline in the higher education classroom: A study of its intrinsic influence on professional attributes, learning and safety Fazeela Patel, Edge Hill University</p>	
15:00-15:30	Refreshments and poster session George Fox foyer & George Fox 5-6					15:00-15:30
15:00-15:30	<p><b>P1i:</b> The effectiveness of clinical simulation in professional healthcare programmes to improve students' situational awareness during acute deterioration, Professor Zoe Bulter, University of Cumbria</p> <p><b>P1ii:</b> Can interprofessional simulation improve student paramedic confidence in de-escalation skills? Simon Downs and Laurence Drew, University of Surrey</p> <p><b>P1iv:</b> Active blended learning: Peer-led drop-in sessions, Michael Smith and Kirstie Harrison, University of Central Lancashire</p> <p><b>P1v:</b> Bridging the Gap: Using technology enhanced learning to demonstrate the importance of evidence-based practice in healthcare, Gemma Spencer, University of Central Lancashire</p> <p><b>P1vi:</b> Outcomes of a peer placement model in the development of Physiotherapy students, Kate Garden and Paul Moran, Robert Gordon University</p> <p><b>P1viii:</b> "I was thinking like this woman's actually going to die." A study to explore psychological support mechanisms during simulated and real life obstetric emergencies, Dr Lyz Howie, University of the West of Scotland</p>		<p><b>P1ix:</b> Evaluation of the Blended Practice-based Learning Model within Physiotherapy and Occupational Therapy clinical education, Anna Rees and Vikki Barnes-Brown, University of Liverpool</p> <p><b>P1xii:</b> Discipline in the higher education classroom: A study of its intrinsic influence on professional attributes, learning and safety, Fazeela Patel, Edge Hill University</p> <p><b>P1xiii:</b> Project Hephaestus: Crafting experiential learning through adaptive virtual placements for second year student nurses, Virginia Roberts, University of Winchester</p> <p><b>P1xiv:</b> Emergency Department Clinical Skills, Tulsi Patel, Dr Andrew Beckham and Dr Hannah Tang, Nottingham University Hospital Trust NHS</p> <p><b>P1xv:</b> Bridging the Gap in Anatomical Education: A blueprint to enhance deep learning, Rohan Mehra and Syed Maqbool, University of Leicester</p>			
15:30-17:00	George Fox 2	George Fox 1	George Fox 3			15:30-17:00
15:30-17:00	Symposium 1 Innovations in Practice Learning Professor Victoria Ridgway, Dr Kate Knight, Viki Whaley, Jo Edgeley and Ali Connor, University of Chester	Symposium 2 Educating the next generation of healthcare professionals: Contribution of Physiology teaching Professor Derek Scott, University of Aberdeen	Workshop Allyship and Creating a Sense of Belonging Professor Jason Arday, University of Glasgow, Dr Dave Thomas, Advance HE and Kalimah Ibrahim, University of East London			
17:00-17:15	Main Auditorium - George Fox 1					17:00-17:15
17:00-17:15	Closing plenary from the NET Committee					17:00-17:15
18:30	Drinks reception and gala dinner Baker House Farm					18:30