

TIMINGS	7 September - Day 2					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 Susan Van Schalkwyk, Director of the Centre for Health Professions Education, Stellenbosch University Chair: Debbi Marais, University of Warwick					09:30-10:10	
10:10-10:30	Refreshments and poster viewing George Fox Foyer & George Fox 5-6					10:10-10:30	
	Themed session 3						
	George Fox 2	George Fox 3	George Fox 4	Charles Carter A16	Charles Carter A17		
	Strand 3A: Learning, teaching and assessment strategies	Strand 3B: Educational enhancement	Strand 3C: Key challenges in healthcare education	Strand 3D: Learning, teaching and assessment strategies	Strand 3E: Educational enhancement		
	Linking theme: Simulation	Linking theme: Person-centred care	Linking theme: COVID-19	Linking theme: Reflective practice	Linking theme: Continuing professional development		
	Convenor: Andy Melling	Convenor: Abbie Fordham Barnes	Convenor: Wendy Mayne	Convenor: Jackie Leigh	Convenor: Kirsi Talman		
10:30-12:15	<p>3Ai Simulating Practice Education: What should we simulate? Terri Grant, University of Worcester</p> <p>3Aii (remote) The challenges and opportunities of online simulated interprofessional learning, during the pandemic, with Midwifery, Adult Nurse, Social Work and Paramedic students Dr Rosalind Weston, Alison Lewis, Fazilah Twining and Jenny Dale, University of Worcester</p> <p>3Aiii The 5-stage approach: A framework for the integration of simulation in undergraduate education Emily Browne, Staffordshire University</p> <p>3Aiv (Poster+) (remote) Simulations as a pedagogical method for vaccination competence: Educating Vaccination Competence (EDUVAC) Erasmus+ project Dr Dimitra Perifanou, University of West Attica</p> <p>3Av (remote) Developing an interprofessional approach to Midwifery Education to support communication with people with cognitive impairment using simulated scenarios Joanna Andrews and Helen Needham, Birmingham City University</p>	<p>3Bi Putting the Uni in the COMMuniTY to humanise healthcare education Jennifer Raschbauer, Derbyshire Voluntary Action</p> <p>3Bii (remote) Learning to become a person-centred healthcare professional: A mixed-methods study Dr Deirdre O'Donnell, Ulster University</p> <p>3Biii Triple Jeopardy: Outcomes of a co-developed learning project in a high secure mental health setting, to enhance care for people who are ageing with mental disorder and dementia Dr Margaret Brown and Dr Anna Jack-Waugh, University of the West of Scotland and Laura McCafferty and Mark McGeehan, The State Hospital</p> <p>3Biv (remote) Journey less travelled: Nursing students' experiences of intimate care Dr Simangele Shakwane, Unisa</p> <p>3Bv (Poster+) To produce the DOC (Documentation, Ongoing risk assessment, Communication) Learning Tool Jean Watson, University of the West of Scotland</p>	<p>3Ci (remote) Implementing an innovative patchwork portfolio assessment for final year Nursing students during covid Dr Emma Jones, Katie Warburton, Pippa Shaw and Sarla Gandhi University of Central Lancashire</p> <p>3Cii (Poster+) Experiences in academia throughout the second deployment of adult student nurses during COVID-19 Hannah Mosley, Eleanor Chisholm and Claire Lynch, Birmingham City University</p> <p>3Ciii "Operation Simulation" online simulation in response to COVID-19 Alison Warren and Pam Morley, Birmingham City University</p> <p>3Civ Student experiences of practice education during COVID-19: Resilience and readiness for employment Dr Helen Frank, Terri Grant and Rebecca Lees, University of Worcester, Professor Yvonne Thomas, Otago Polytechnic</p>	<p>3Di Professional identity development: Exploring student perceptions of what it means to be and become a speech and language therapist Kate Tucker, Cardiff Metropolitan University</p> <p>3Dii (remote) What skills and knowledge do academics require for teaching reflective practice to undergraduate nursing students? Lisa Speedie, Charles Stuart University</p> <p>3Div (Poster+) (remote) Reflective Practice: Building resilience for new academics Catherine Jones, Kim Lewin, Seb Birch and Siobhan McGuckin, University of Roehampton</p> <p>3Dv Teaching how to manage the 'fragility of goodness' as a compassionate leader: A methodology for practice Dr Nicola Lloyds-Jones and Alison Lester-Owen, Wrexham Glyndwr University</p>	<p>3Ei An evaluation of study days in Cardiology and Chronic Obstructive Pulmonary Disease (COPD) for Community Matrons Dr Claire Sutton and Sarah Partington, University of Bradford</p> <p>3Eii (remote) Diversity training does not work Musharrat Ahmed-Landeryou, London South Bank University</p> <p>3Eiii The lived experience of completing a mentorship course: Implications for current education Dr Garry Collins, University of the West of Scotland</p>	10:30-12:15	
12:15-13:15	Lunch break George Fox Foyer					12:15-13:15	
13:15-14:15	Main Auditorium - George Fox 1					13:15-14:15	
13:15-14:15	Panel Session: Student belonging Chair: Professor Bridgette Bewick, Associate Professor in Psychological health, wellbeing, and education, University of Leeds Speakers: Benjamin White, University of Leeds, Erica Dobie and Ajirioghene Akpoviri, University of Central Lancashire and Janice Tsz-Huen, University of Warwick					13:15-14:15	
	Refreshments and poster session George Fox foyer & George Fox 5-6						
14:15-14:45	<p>Virtual poster session (on conference platform)</p> <p>P2i: Reflective Practice: Building resilience for new academics, Catherine Jones, Kim Lewin, Seb Birch and Siobhan McGuckin, University of Roehampton,</p> <p>P2iii: The best of the old and the best of the new: The postgraduate experience of problem-based learning during Covid-19, Josephina Price, St George's University London</p> <p>P2iv: A pilot study: A qualitative exploration of the value of stroke simulation within interdisciplinary Medical Education and the impact of using an actor within scenarios, Dr Kathryn Price, Dr Laura Mitchell and Dr Christopher White, King's College NHS Foundation Trust</p> <p>P2v: SLTs4Humanities: Where the science of communication disorders meets art, Dr Irene Walsh, Trinity College Dublin and Alexandra Mallinson, Plymouth Marjon University</p> <p>P2vi: Safeguarding Proactive Intensive Teaching (SPRINT Programme), Sarah Osborne-Cudmore and Dr Sreena Das, Kings College Hospital</p> <p>P2vii: Multi-professional simulations of older people care enhance teamwork skills among Healthcare and Medical students, Johanna Kero, Satakunta University of Applied Sciences</p> <p>P2viii: Simulations as a pedagogical method for vaccination competence: EDUVAC Erasmus+ project, Dr Dimitra Perifanou, University of West Attica</p> <p>P2ix: Can a short motivational resilience building teaching intervention improve doctors' perceptions about the Medical Registrar role? Dr Allesia Cooper, Sandwell and West Birmingham NHS Trust</p> <p>P2x: A mixed-methods approach to evaluating the skills for practice website, Dr Claire Ford and Dr Laura Park, Northumbria University</p> <p>P2xi: A realist evaluation of simulated and technology-enhanced learning to assist with practice preparation and assessment, Barbara Davies, Dr Claire Ford and Dr Laura Park, Northumbria University</p>		<p>In-person poster session</p> <p>P3i: Issues, challenges and opportunities within higher education to develop and evolve simulated education for the Future Nurse, Faye Middle and Sally Phillimore, Keele University</p> <p>P3ii: From reflection to action: A pilot in to develop Action Research knowledge and skills, Danielle Thibodeau, Queen Mary University of London</p> <p>P3iii: Experiences in academia throughout the second deployment of adult student nurses during COVID-19, Hannah Mosley, Eleanor Chisholm and Claire Lynch, Birmingham City University</p> <p>P3iv: Evidence-based approach for selection of Occupational Therapy, Physiotherapy and Speech and Language therapy students. Can multiple mini-interview scores (MMI) predict the academic and clinical performance of students? A predictive validity study, Swati Kale, University of East Anglia</p> <p>P3vi: Demystifying practice placements and models of supervision for the Allied Health professions: A quality improvement project, Sarah Jackson and Chanel Roberts, University of Birmingham</p> <p>P3vii: A constructivist grounded theory study of the use simulation for Sonographer Education: Exploring educator experiences, Catriona Hynes, Professor Julie Nightingale and Dr Mark Collins, Sheffield Hallam University</p> <p>P3viii: Evaluating the benefits of diversity: The art of thinking independently together, Catherine Gordon and Catherine Fletcher, University of Liverpool</p> <p>P3ix: To produce the DOC (Documentation, Ongoing risk assessment, Communication) Learning Tool, Jean Watson, University of the West of Scotland</p> <p>P3x: QR Code Generated Information Guide for the interprofessional team redeployed to critical care, Lovely Ann Sorianosos, University Hospitals of Derby & Burton NHS Foundation Trust and Suzanne Le Blond, University of Derby</p> <p>P3xi: Empowering students to learn to be leaders and teachers through simulation-based education, Satasha Culshaw, Helen Henderson, Sarah Lalley and Emma Rushton, Edge Hill University</p> <p>P3xii: Bilingual education in an undergraduate Physiotherapy programme: Perceptions of Welsh-speaking first year undergraduate Physiotherapy students, Gwyneth Hayward, Cardiff University</p> <p>P3xiii: Development of Physiotherapy simulation activities via Nominal Group Technique, Amanda Deaves and Jonny Slimming, University of Liverpool</p> <p>P3xiv: Collaborative partnerships: Facilitating a bespoke learning experience for Advanced Clinical Practice role, Lynne Harrison, John Billington and Jane Dean, University of Central Lancashire</p> <p>P3xv: Experiential learning: Promote advancing practice through quality improvement, Lynne Harrison, Jennifer Bebb and Mary Cavill, University of Central Lancashire</p>			14:15-14:45	
	Themed session 2						
	George Fox 2	George Fox 3	George Fox 4	Charles Carter A16	Charles Carter A17		
	Strand 4A: Learning, teaching and assessment strategies	Strand 4B: Educational enhancement	Strand 4C: Learning, teaching and assessment strategies	Strand 4E: Student experience, engagement and achievement			
	Linking theme: Enhancing healthcare research and practice	Linking theme: Simulation	Linking theme: Interprofessional learning	Linking theme: Student perceptions			
	Convenor: Kirsi Talman	Convenor: Dave Thomas	Convenor: Wendy Mayne	Convenor: Jackie Leigh			
14:45-16:30	<p>4Ai Advanced clinical practitioners preparedness: Using a spiral curriculum to integrate research and scholarship Dr Nicola Lloyds-Jones and Dr Joanne Pike, Wrexham Glyndwr University</p> <p>4Aii (remote) A multi-faceted and dynamic approach to Research Informed Teaching for undergraduate student nurses Gioele Attardo, Tiff Sinclair and Professor Karen Wright, University of Central Lancashire</p> <p>4Aiii An innovation project to enhance students' experiences of a postgraduate research programme Dr Jessica Baillie and Dr Mohammad Al-Amri, Cardiff University</p> <p>4Aiv (remote) Ethical conduct in Healthcare Education research: Student perspectives from New Zealand and Sweden Amanda Lees, Auckland University of Technology</p> <p>4Av (Poster+) From reflection to action: A pilot in to develop Action Research knowledge and skills Danielle Thibodeau, Queen Mary University of London</p>	<p>4Bii The experience of design and delivery of simulated activity in the field of health at an HEI: Reflections and recommendations Claire Aubrey, Dr Karen Morris and Finn Drude, University of Cumbria</p> <p>4Biii Project and research placements within a Simulation team at an HEI: Reflections and recommendations Claire Aubrey, Dr Karen Morris and Finn Drude, University of Cumbria</p> <p>4Biv Transforming student midwives 'lived' experience of caring for bereaved parents using high fidelity simulation: An interpretive phenomenological analysis study Anne Leyland, University of Salford</p> <p>4Bv (Poster+) (remote) A pilot study: A qualitative exploration of the value of stroke simulation within interdisciplinary Medical Education and the impact of using an actor within scenarios Dr Kathryn Price, Dr Laura Mitchell and Dr Christopher White, King's College NHS Foundation Trust</p> <p>4Bvi (Poster+) Issues, challenges and opportunities within higher education to develop and evolve simulated education for the Future Nurse Faye Middle and Sally Phillimore, Keele University</p>	<p>4Ci (remote) Physiology Health Check: Interprofessional, peer-learning and practice of health assessment skills Dr Katherine Rogers and Maggie Bennett, Queen's University Belfast</p> <p>4Cii Drama-based education improves student nurses' attitudes to interprofessional working and nursing advocacy: A pre-test post-test study Professor Richard Kyle, University of Exeter</p> <p>4Ciii (remote) An innovative approach to explore the impact of Art Therapies in Pre-Registration Nurse Education Jane Hopping and Michelle McBride, University of Roehampton</p> <p>4Civ (Poster+) QR Code Generated Information Guide for the interprofessional team redeployed to critical care Lovely Ann Sorianosos, University Hospitals of Derby & Burton NHS Foundation Trust and Suzanne Le Blond, University of Derby</p> <p>4Cv (Poster+) (remote) Safeguarding Proactive Intensive Teaching (SPRINT Programme) Sarah Osborne-Cudmore and Dr Sreena Das, King's College Hospital</p>	Quiet room	<p>4Ei Exploration of neurodiversity through the lens of two individuals studying at doctoral level Laura Hodgetts and Scott Colton, Birmingham City University</p> <p>4Eiii 'We are not Alexa.' How do Health Science staff and students perceive and experience communication? Alexandra Nowicki, Amelia Borchard, Professor Joanne Lynn and Professor Aimee Aubeeluck, University of Nottingham</p> <p>4Ev Student perceptions of the experience of assessment feedback Sarah Trill, Dr Gillian Rayner and Dr Philippa Olive, University of Central Lancashire</p>		14:45-16:30
16:30-17:00	Main Auditorium - George Fox 1					16:30-17:00	
16:30-17:00	Closing plenary from the NET Committee & Prizegiving					16:30-17:00	