Call for submissions

NETworking & Innovation in Healthcare Education Conference 2023: Enabling a successful learning journey

5 – 7 December 2023
In person, The Hilton Hotel, Liverpool

Contents

1. Call for submissions
2. Deadline
3. Submission process
4. Conference themes
5. Session types
   a. Oral presentations for themed sessions
   b. Roundtable presentations
   c. Lightning talks
   d. Posters
6. Important information

1. Call for submissions

The NET Conference Committee and Advance HE invite all healthcare educators, both in the UK and internationally, to submit abstracts for sessions at their forthcoming conference, NETworking & Innovation in Healthcare Education Conference 2023: Enabling a successful learning journey, taking place at the Hilton Hotel, Liverpool on 5-7 December 2023.

NETworking & Innovation in Healthcare Education (NET) is the leading, international conference for healthcare educators across a range of disciplines. It provides a unique opportunity to engage with the latest evidence, developments and thinking in healthcare education, alongside educators, learners, practitioners and researchers from across the UK and beyond.

Originally launched as an annual, UK conference for nursing and midwifery educators in 1990, NET has become a well-established, annual event with increasing numbers of global delegates. Over the decades we’ve continued to innovate, welcoming ever-rising numbers of students as presenters and participants, including keynote presentations. We have also seen a steady growth in the number of delegates from a range of healthcare professions, including counselling, dentistry, dietetics, general practice medicine, occupational therapy, oncology, paramedic medicine, pharmacy, physiotherapy, psychology, radiography, radiology, speech and language therapy, and veterinary surgery. These developments continue to enrich conference discussions and debates, and stimulate the cross-fertilisation of ideas, adding invaluable insights, understanding, and learning from each other.

“As one of the student presenters, I was very excited to be a representative for the Physician Associate programme and be an ambassador for the profession on a global educational platform” (NET2021).

Networking is at the heart of every conference, which provides a supportive, friendly and engaging environment for all delegates, particularly for new presenters, to ensure that this important rite of passage is a positive and rewarding experience. In the words of recent delegates, NET is:

‘such an inclusive, collegial and welcoming conference’;
‘a vibrant event with a good buzz about it’
‘as a new presenter and first-time delegate, I felt supported and inspired’;
‘there was an air of positivity and joy’.

3. Submission process

Abstracts should be submitted to our online site at: https://advance-he.onlinesurveys.ac.uk/net2023-submissions.

On the online form you will be asked for the following:

- Acceptance of Advance HE’s Privacy policy.
- Acceptance of the conference submission terms and conditions – please read these carefully.
- Contact details for the main session presenter and any co-presenters of the session.
- A 100-word promotional abstract of your session for marketing purposes only. This section will not be included for review by our Scientific Panel and as such should not be perceived as an introductory or background statement for your submission.
- The type of session you are submitting (Oral presentation for themed session, Roundtable presentation, Lightning talk, or Poster).
- The theme to which your session most closely aligns.
- A summary of your proposed session, with a maximum word count of 500 words. Summaries should include: background to your research or innovation or why an issue should be raised for debate (including positioning within current literature or recent trends and any international relevance); research methodology (research papers only); key findings from your research or innovation; what lessons conference delegates will learn from your session; why this topic is relevant to the healthcare sector.
- Full references for all citations included in your submission, in full Harvard style.
- Five keywords relating to your session (to assist with scheduling the conference programme)
- Any additional requirements needed for the delivery of your session or to assist with any access needs.

4. Conference themes

Through the four themes outlined below, the NET2023 conference will focus on Enabling a Successful Learning Journey and will discuss and debate the wide range of enabling factors that support learners from recruitment through to delivering excellence in care, and all stages in between. Achieving success is a key focus for all education providers, educators, and healthcare managers, as well as learners themselves, with a continuing global focus on teaching and learning excellence, and on the value of education, including continuing professional development. In some countries, the topic of course fees and the current rise in the cost of living is adding to the tensions and complexities of ensuring excellent learner outcomes. The conference will also consider how we build a sense of identity and belonging through learner engagement, and debate how we need to adapt or modify our activities between different academic levels.

The conference will be focused on the four thematic areas below, highlighting some key elements of the learning journey and how we are innovating to develop the healthcare workforce and support the delivery of excellence in care.
Enabling success through recruitment and admissions, learning design and delivery

This theme will consider how, as educators, we facilitate the journey from the very first engagement with prospective learners. How do we ensure that our recruitment, enrolment and induction processes, and the transition onto a programme of learning, are designed to maximise retention and success for all? Abstracts submitted under this theme could also address enhancements made to the design and delivery of the curriculum, including innovative approaches to teaching and learning in diverse healthcare settings, and how these have impacted on the journey to success. Abstracts may consider the following areas, but are not limited to these:

- How do we inspire individuals to enrol onto healthcare courses, whether they are considering a pre- or post-registration programme, an apprenticeship, or continuing professional development? How do we represent healthcare, or a particular specialty, as an attractive profession for those considering their career?
- How do we identify those individuals who have the potential, motivation, and commitment to be successful, regardless of who they are and where they are from?
- For those leaving school/college and considering pre-registration healthcare programmes in higher education (HE), how do we facilitate the transition into HE? What induction processes are needed? How do we adapt to, and meet the needs of, our diverse student population and their varied backgrounds and experiences?
- How do we provide effective support to those who do not enter as full-time, 18-year-old undergraduates (e.g. mature students, widening participation students, students requiring reasonable adjustments due to special education needs or disabilities, apprentices)?
- How do we ensure the inclusivity of our programmes for all learners, irrespective of background, age or status (full-time or part-time)?
- How do we embed learning around compassionate and person-centred care to ensure that it is at the heart of all future healthcare practice?
- How do we integrate clinical learning and placements in ways that will create a positive and supported experience throughout?
- How do we co-create curriculum content with students, employers, practitioners, and professional bodies to facilitate success for all?
- How do we establish inclusive assessment practices to ensure equity of outcomes? What does the evidence of success look like?

Enabling success through belonging and learner engagement

This theme will focus on how we build and embed a genuine sense of belonging and identity throughout the journey of every learner. This is crucial not just in the classroom or online, but also while on placements and learning in the workplace. Learner engagement is so much more than just turning up and being present. We must place learners at the centre of our thinking and plans, in order to ensure an excellent experience throughout their learning journey. Abstracts in this theme may address the following areas, but are not limited to these:

- Equality, diversity and inclusion in healthcare education. How do we best support under-represented and diverse groups of learners to succeed?
- How do we ensure that everyone has the best opportunity for effective learning, regardless of background, financial status, geographical access to education, or childcare/family/carer commitments?
- How do we effectively engage students with their own learning and the co-creation process to ensure a truly learner-centred focus?
- How do we better enable student retention and success?
- What student data are used to evaluate and improve engagement, retention, and success? How is success defined?
- How have students’ expectations of learning changed over recent years? How have the ways in which we support our students changed as a result of online learning/blended/hybrid
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 innovative approaches and specific claims?

**Enabling success through learner support**

This theme will consider how we ensure the journey to learner success continues throughout the period of study, considering the support provided within and outside of the classroom and/or the online environment. Abstracts may consider the following areas, but are not limited to these:

- How do we reduce levels of attrition on healthcare programmes? What measures can we take to ensure retention of learners? What innovative approaches do we use to combat ‘transition shock’?
- What innovative examples of effective learner support initiatives are there that address the needs of diverse cohorts of learners?
- How does learning support differ across academic levels and categories of student (e.g. undergraduate/postgraduate students, full-time/part-time students, online students, apprentices); and also types of delivery (e.g. face-to-face, online, hybrid/blended, hyflex, work-based)? What support strategies have been most effective in ensuring student satisfaction and good levels of retention? What specific support do postgraduate students require?
- How are we ensuring all students feel a sense of belonging while studying full-time or part-time at university and/or in the workplace? What initiatives are you using to create belonging and a sense of professional identity within student cohorts? How do we best support the learning of under-represented and diverse groups and of students adjusting to a new type or level of learning?
- Learner engagement is key to success and one route to greater engagement is through co-creation with learners. How are you approaching this in your institution or programme?
- How do you use and support in-person and simulated clinical learning to enhance student learning and practice skills? Can simulation be an effective and cost-effective means of learning clinical skills? What impact does placement type have on student success?
- How has the current cost-of-living crisis changed the need for learner support? What innovative practices are you trialling to meet the requirements of all healthcare students in 2023 and beyond?
- How can we best use metrics and data to monitor learner engagement and progress towards successful completion of a programme? What methods are we using to alert us to learner dissatisfaction, potential attrition, and those at risk of failure? Once identified, what support strategies do you use to address the issues?
- How have hybrid, hyflex or blended delivery methods impacted on learner engagement and success? What innovative methods are we using to combat new challenges arising from hybrid teaching and learning?

**Innovating to develop the future healthcare workforce**

This theme will consider how we prepare pre-registration students for the world of work and ensure they understand the routes to employment available to them, and how we encourage part-time students already in employment to consider their career progression and potential development opportunities. Abstracts may consider the following areas, but are not limited to these:

- How do we prepare full-time, pre-registration students successfully for clinical practice and support the transition into their first healthcare role?
- How do we prepare pre-registration students for finding employment (e.g. supporting application processes, clarifying recruitment practices and offering mock interviews)? What innovative methods are you using to enhance students’ employability?
- How do we manage pre-registration students’ expectations of work? As these can vary significantly between generations, how do we help to create a good understanding between employer and prospective employee?
• How do we support pre-registration students to establish their professional identity?
• How are partnerships between education providers and healthcare employers being used to attract, motivate, upskill and retain the existing workforce? What are the enablers of effective partnership working?
• How have the types of continuing professional development (CPD) required by healthcare practitioners changed over time? How are local CPD needs identified, developed, delivered and met?
• How have we widened participation through the development of apprenticeships and of flexible learning pathways with designated step-off points that prepare non-registered healthcare workers for specific roles, and also allowing future progression to professional registration?
• How do we as educators evaluate the impact of our post-registration/continuing professional development provision on healthcare practice? What would evidence of impact look like?

5. Session types

For the 2023 conference, presenters are welcome to submit abstracts relating to the following session types:

• Oral presentations for themed sessions;
• Roundtable presentations;
• Lightning talks;
• Posters.

All session types should relate to one of the four conference themes listed above.

All presenters and co-presenters 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.

All submissions must:
• be clearly written in English and demonstrate academic rigour and scholarship;
• be relevant to the selected sub-theme;
• adhere to assigned word limits;
• include clear implications for healthcare education tomorrow;
• address the interests of an international, multidisciplinary healthcare audience;
• be free from jargon or ‘shorthand’ and any abbreviations should be spelled out in full;
• include full references, using the Harvard referencing style (excluded from word limits).

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.

a. Oral presentations for themed sessions

Themed sessions are designed to allow a meaningful and in-depth discussion around one of the conference’s themes. These sessions will be 110 minutes in length and will comprise four oral presentations. Oral presentations should be 20 minutes in length. The remaining time within the session (following all presentations) will be 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 150 minutes, answer questions from delegates and contribute to the theme group discussion.
Submissions for oral presentations should relate to either research studies or innovation projects undertaken or in progress at your institution.

**Research studies** should focus on the education of healthcare professionals and have implications for learning, teaching or assessment. This is an opportunity to present a fully completed study, a completed phase of a study or a systematic review. Submissions 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 December 2023.

**Innovation projects** are 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 presentations 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.

**b. Roundtable presentations**

Roundtable sessions are designed to provide a greater focus on discussion, debate and the expression of different opinions around a given theme. These sessions will be 65 minutes in length and consist of three roundtable presentations. Presenters will have 5 minutes' presentation time, followed by 15 minutes of discussion relating to their paper. The roundtable sessions may include a variety of conference sub-themes.

Submissions for Roundtable presentations should present a scholarly, conceptual, evidence-based, reflective perspective on a contemporary educational issue. Submissions 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.

**c. Lightning talks**

Lightning talk sessions are designed to allow the rapid dissemination of information and are ideal to present information about new or ongoing research studies, innovations in progress, findings from recent studies or new ideas for collaborative projects. These sessions will be 45 minutes in length and consist of four lightning talks. Presenters will have 5 minutes' presentation time followed by 5 minutes of questions. It is envisaged that these sessions will contain a broad mix of subjects across the spectrum of the conference’s sub-themes.

Submissions for Lightning Talks should clearly outline the study, innovation or proposed project to be presented, and demonstrate its relevance to healthcare education.

**d. Posters**

Posters must address topical and innovative issues relating to the future of healthcare education. 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 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.

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 landscape) or A0 (in portrait).

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](https://www.advance-he.ac.uk/sites/default/files/2019-05/Tips-and-guidance-on-preparing-an-academic-poster-FINAL.pdf)
6. Important 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). Presenters will be provided with an Early Bird promotional code allowing a 10% presenter discount, if the booking is completed by the deadline. Online bookings are now open.

Delegate fees

- Three-day attendance – £675
- Two-day attendance – £525
- One-day attendance – £350
- Informal networking dinner (5 December 2023) – £40 + VAT
- Conference dinner (6 December 2023) - £70 +VAT

Key dates

- **By 14 July 2023**: Authors will be informed of acceptance of submission.
- **15 September 2023**: Authors to confirm attendance at conference
- **31 October 2023**: Deadline for all presenters to book their place at the conference and end of presenter Early Bird presenter discount.
- **24 November 2023**: Submission of pre-recordings, PPT presentations and resources.

Presenter availability

The conference runs from 5-7 December 2023. Presenters will be made aware of the date and time of their session no later than **14 July 2023**. 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.

Pre-recordings

All presentation elements for sessions should be pre-recorded and sent to conference@advance-he.ac.uk by **24 November 2023**. In the event of presenter illness or circumstances that prevent presenters from attending on the day, presentations will be broadcast in their original time slots. Recordings will also be made available to conference delegates, both in the interest of accessibility and to allow delegates to view presentations they may not have been able to attend in person.

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 September 2023**. Please note any presenters booking after this date will not be eligible for the Early Bird presenter discount.
- 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.
- It is the responsibility of the **lead presenter** to submit all pre-recordings, PPTs and resources to the conference team by **15 November 2023**.
Materials and handouts
While presenters are encouraged to provide handouts and further information during sessions, we strongly recommend that these are virtual resources to encourage sustainability and increase accessibility. 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 the NETworking & Innovation in Healthcare Education Conference 2023.