

TIMINGS		6 December - Day 2						TIMINGS	
08:15-09:30		Registration - Grace Foyer						08:15-09:30	
09:15-09:30		Grace Suite						09:15-09:30	
		Welcome from the NET Committee							
09:30-10:10		<p>In conversation: Design, delivery and innovation</p> <p>Chair: Juliette Morgan, Senior Consultant, Student Success, Advance HE</p> <p>Professor Brian Webster-Henderson, Deputy Vice-Chancellor, University of Cumbria</p> <p>Melanie Packer, Lecturer/ Placement Coordinator in Speech and Language Therapy, Birmingham City University</p>						09:30-10:10	
10:10-10:25		Refreshments and poster viewing						10:10-10:25	
		Themed session 3							
		Albert Suite 3 Strand 3A	Albert Suite 4 Strand 3B	Albert Suite 5 Strand 3C	Hilton Room 2 Strand 3D	Grace Suite 1 Strand 3E	Grace Suite 2 Strand 3F	Grace Suite 3 Lightning Talks	
		Linking theme: International students	Linking theme: Leadership	Linking theme: CPD	Linking theme: Inclusion	Linking theme: Practice learning	Linking theme: Supporting pedagogies	Convenor: Wendy Mayne	
		Convenor: Gemma Stacey	Convenor: Jackie Leigh	Convenor: Julie Luscombe	Convenor: Juliette Morgan	Convenor: Michelle Ellwood	Convenor: Tracy Okeeffe		
10:25-12:15		<p><b>3A1</b></p> <p>The Practice Voice: Supporting the learning of pre-registration international nursing students in the UK</p> <p>Dr Kay Norman, Sarah Weaver and Laura Perry, University of Worcester</p>	<p><b>3B1</b></p> <p>The impact of leadership development on nurses and midwives underpinned by transformational learning theory</p> <p>Dr Carmel Bond, Sheffield Hallam University/The Florence Nightingale Foundation</p> <p><b>3B2</b></p> <p>Transformational leadership: Florence Nightingale Foundation - Empowering healthcare leadership in the VUCA world</p> <p>Louisa Long, Florence Nightingale Foundation</p> <p><b>3B3</b></p> <p>Simulated placements: Enhancing simulated practice learning experiences for undergraduate student nurses. Empowering them to be the leaders and teachers of our nursing workforce</p> <p>Satasha Cuthshaw and Amy Wilkes, Liverpool John Moores University</p>	<p><b>3C1</b></p> <p>Understanding barriers to District Nursing employment to prepare the nursing workforce of the future</p> <p>Joanna Lavery and Dr Nicola Morrell-Scott, Liverpool John Moores University</p> <p><b>3C2</b></p> <p>Transforming the scholarship's landscape in nursing through a novel technologically driven mentoring model</p> <p>Dr Joel Farquhar, University of Exeter</p> <p><b>3C3</b></p> <p>Upskilling the current workforce to gain graduate status: Utilising the quality improvement journey for personal and professional development</p> <p>Muriel Dempsey and Jackie Nicol, Robert Gordon University</p> <p><b>3C4</b></p> <p>Lessons learned: Exploring the implementation of a continuous professional development programme for Nursing Educators</p> <p>Scott Colten and Sarah Dew, Birmingham City University</p>	<p><b>3D1</b></p> <p>The importance of the inclusion of Learning Disability Nursing students in Primary Care: The Aquarium Project</p> <p>Danielle Dalton, Edge Hill University and Maggi Bradley, Salford Training Hub</p> <p><b>3D2</b></p> <p>Reducing the global majority attainment/awarding gap: Master of Adult and Mental Health Nursing</p> <p>Dr Griffin Ganga and Tracy Leach, University of Wolverhampton</p> <p><b>3D3</b></p> <p>Implementing Universal Design for Learning in Nursing Education: Pedagogy as social justice</p> <p>Dr John Gilmore, University College Dublin</p> <p><b>3D4</b></p> <p>Nurturing freedom to speak up in higher education: A co-designed intervention to support speak-up culture in the training of health and care professionals</p> <p>Charlotte Phillips and Helene Donnelly, Staffordshire University</p>	<p><b>3E1</b></p> <p>Outreach Skills Clinic for Assessment (OSCA)</p> <p>Viki Whaley and Lee Caiger, Enabling Effective Learning Environments (ELEE), University of Chester</p> <p><b>3E2</b></p> <p>A practice placement expansion project in the private, independent and voluntary sector to prepare the future healthcare workforce</p> <p>Pam Hodge, Nora Cooper and Kathy Wilson, Middlesex University</p> <p><b>3E3</b></p> <p>The social practice of learning</p> <p>Dr Claire Bryson, University of the West of Scotland</p>	<p><b>3F1</b></p> <p>Exploration of reflective capabilities within undergraduate Physiotherapy students</p> <p>Joanne Seddon, Amanda Deaves, Emily Grant and Eli Saebian, University of Liverpool</p> <p><b>3F2</b></p> <p>Coffee: Croissant: Connect</p> <p>Dr Karen Connor, Jacqueline McKenna and Professor Jacqueline Leigh, Edge Hill University</p> <p><b>3F3</b></p> <p>Referencing for Health and Social Care undergraduates: What do students understand and what do academics think students understand?</p> <p>Dr Alan Williams, Liam Somers, Dia Bah and Jessica Pidcock, University of Derby</p> <p><b>3F4</b></p> <p>The impact of a feedback literacy intervention on the attainment of first year undergraduate Nursing students</p> <p>Dr Andrea Cockett, Kingston University</p>	<p><b>LT31</b></p> <p>A time, a place and a face: An approach to placement allocation to enhance retention of pre-registration Adult field student nurses</p> <p>Dr Rebekah Hill, University of East Anglia</p> <p><b>LT32</b></p> <p>The human development and capability approach and its application to Nurse Education and beyond</p> <p>Sastha Ban, Northumbria University</p> <p><b>LT33</b></p> <p>Leading the way to learner success</p> <p>Charmaine Chandler, University of East Anglia</p> <p><b>LT34</b></p> <p>mLearning with MedLingo: Decoding medical terminology like a language for Nursing students</p> <p>Taryn Tawney-Smith, Buckinghamshire New University and Nicole McAlester, NHS</p>	
12:15-13:15		Lunch break						12:15-13:15	
		Grace Foyer							
		Grace Suite							
13:15-14:15		<p>Panel session</p> <p>Student learner support and belonging</p> <p>Chair: Andrew Melling, University of Central Lancashire</p> <p>Kirsty Mounsey, Radiography student, University of Leeds</p> <p>Ajroghene Joyce Alkovi, University of Central Lancashire</p> <p>Charlotte Pemberton RMN, Graduate Medical Student, University of Warwick</p>						13:15-14:15	
14:15-14:30		Refreshments and poster session						14:15-14:30	
		Grace Foyer							
14:30-14:55		<p><b>P21:</b> Understanding the lived experiences of university students with disabilities in sports, Freya Thomas, Edwina Rushe and Christopher Edge, University of Liverpool</p> <p><b>P21a:</b> Reflections on a role emerging practice in a refugee setting: Lessons learned and future directions, Heather Bullen, Edwina Rushe and Dermot Noonan, University of Liverpool</p> <p><b>P21b:</b> Shifting the balance: Educators' experience of supporting healthcare professionals embarking on an accelerated degree level programme, Jackie Nicol, Muriel Dempsey and Dr Katrina Whittingham, Robert Gordon University</p> <p><b>P21c:</b> An enhanced model of practice learning support for Nursing students, Dr Kathy Wilson and Justin McDermott, Middlesex University</p> <p><b>P21d:</b> How do we grow the future nurse leaders? Student nurses' lived experiences of leadership learning in clinical practice. Report from a pilot study, Emma Collins, Keele University</p> <p><b>P21e:</b> The elephant in the lecture theatre: What are the occupational barriers to successful studying for baccalaureate Health and Social Care students?, Charlotte Daves, University of Worcester</p> <p><b>P21f:</b> Immersing second year Nursing students in a simulated intensive care unit (ICU): Building knowledge, confidence and familiarity through an ICU Immersion Room, Kevin Cairns, Liverpool John Moores University</p> <p><b>P21g:</b> The social practice of learning, Dr Claire Bryson, University of the West of Scotland</p> <p><b>P21h:</b> Student and faculty experiences of interprofessional simulation, Dr Laura Price and Dr Emily Ball, NHS</p> <p><b>P21i:</b> Challenges of delivering IPE programmes: From inception to assessment, Rob Evans, Wrexham Glyndwr University</p> <p><b>P21j:</b> Educating the AHP Practice Education workforce, Dr Michele Holmes and Claire Nadaf, AEOC University College</p> <p><b>P21k:</b> The elephant in the lecture theatre: What are the occupational barriers to successful studying for baccalaureate Health and Social Care students?, Charlotte Daves, University of Worcester</p> <p><b>P21l:</b> The Royal College of Nursing Institute of Nursing Excellence, Dr Nicola Ashby, Royal College of Nursing</p> <p><b>P21m:</b> Empowered connection: An evaluation of connecting year 2 modules in a Nursing undergraduate programme through simulation, Heather Gutteridge and Oonagh McCloy, Queen's University Belfast</p> <p><b>P21n:</b> How can the individual needs of student nurses with dyslexia be met during their clinical placements?, Teasa Wade, The Open University</p>						14:30-14:55	
		Themed session 4							
		Albert Suite 3 Strand 4A	Albert Suite 4 Strand 4B	Albert Suite 5 Strand 4C	Hilton Room 2 Strand 4D	Grace Suite 1 Strand 4E	Grace Suite 2 Lightning Talks	Grace Suite 3 Lightning Talks	
		Linking theme: Co-creation	Linking theme: Retention	Linking theme: Widening participation	Linking theme: Practice learning	Linking theme: Mental health and wellbeing	Convenor: Juliette Morgan	Convenor: Tracy Okeeffe	
		Convenor: Abbie Fordham-Barnes	Convenor: Andrew Melling	Convenor: Debbi Marais	Convenor: Gemma Stacey	Convenor: Julie Luscombe			
14:55-16:45		<p><b>4A1</b></p> <p>Physiotherapy student-led neurological rehabilitation clinic: Co-design involving service users and students</p> <p>Donna Wynne, Robert Gordon University</p> <p><b>4A2</b></p> <p>Co-creating a team-based learning (TBL) orientation session for students, using a 'TBL-on-TBL' approach</p> <p>Dr Maryam Malekpoor and Professor Graham Easton, Queen Mary University of London</p> <p><b>4A3</b></p> <p>Using experience-based co-design to promote learner support and sense of belongingness</p> <p>Dr Rob Morika, Professor Jacqueline Leigh and Dr Karen Connor, Edge Hill University</p> <p><b>4A4</b></p> <p>Co-creation in action: Healthcare curriculum redesign</p> <p>Dr Helen White and Dr Christine Furber, The University of Manchester</p>	<p><b>4B1</b></p> <p>The impact of perceived control on Nursing students' stress and retention</p> <p>Sio Wynne and Dr Amanda Garrow, Liverpool John Moores University</p> <p><b>4B2</b></p> <p>Improving undergraduate student attrition and experience through an innovative Restorative Supervision project</p> <p>Lisa Jenkinson and Jayne Walker, University of Hull</p> <p><b>4B3</b></p> <p>Flexible working for student nurses</p> <p>Chahli Siddi, London South Bank University and Jo Deleese and Dr Kathy Wilson, Middlesex University</p> <p><b>4B4</b></p> <p>Using routinely collected student nurse data to predict attrition and design and implement interventions to improve retention</p> <p>Elizabeth Crisp, Dr Robert Cook and Professor Saranjane Jones, Staffordshire University</p>	<p><b>4C1</b></p> <p>You can't be if you can't see it. The success story of the PACE project</p> <p>Dr Sarjaj Patel, Dr Hannah West, Dr Karen Reed and Dr Kaifa Umita-Runge, Cardiff University</p> <p><b>4C2</b></p> <p>Supported recruitment and on-boarding for Nursing Associate apprenticeships</p> <p>Dr Amy Cilia La Corte, University of Leeds</p> <p><b>4C3</b></p> <p>Armed Forces into Allied Health (AFIAH)</p> <p>Zoe Grant, University of Suffolk, Amanda Cox, University of Leicester and Rosi Raine, University of Plymouth</p> <p><b>4C4</b></p> <p>AHP career decision making</p> <p>Meesa Shama, NHS LEWTE</p> <p>Dr Anita Ahsan, London South Bank University</p>	<p><b>4D1</b></p> <p>Understanding undergraduate Physiotherapy students' preparation needs for cardiopulmonary clinical placement: A focus group investigation of pre- and post-placement perspectives</p> <p>David Edwards, Anna Rees and Edwina Rushe, University of Liverpool</p> <p><b>4D2</b></p> <p>Safeguarding the professional intimate care and touch in Nursing Education: Integration of humanistic care in the technological era</p> <p>Dr Simangole Shikwane, UNISA - University of South Africa</p> <p><b>4D3</b></p> <p>Enabling success through learner support through evidencing the Greater Manchester Learning Model to support</p> <p>Professor Jacqueline Leigh, Adela Khan and Dr Michelle Howarth, Edge Hill University and Carol Le Blanc, Manchester NHS Foundation Trust</p>	<p><b>4E1</b></p> <p>Preparedness of Occupational Therapy academics to support students experiencing psychosis: A qualitative study</p> <p>Rebecca Mason, Chris Edge and Hannah Roberts, University of Liverpool</p> <p><b>4E2</b></p> <p>Exploring the advocacy of neurodiversity and belonging, whilst enabling students to meet proficiencies for patient handling</p> <p>Laura Hodgetts, Claire Wilcox-Tolley and April Watts, Birmingham City University</p> <p><b>4E3</b></p> <p>Face to face vs virtual teaching: How this affects trainees' wellbeing and feelings of self worth</p> <p>Dr Lucy Sheeh, Alder Hey Children's Hospital</p> <p><b>4E4</b></p> <p>The impact of financial instability upon the physical and mental wellbeing of student nurses</p> <p>Dr Wendy Mayne, Glasgow Caledonian University</p>	<p><b>LT4A1</b></p> <p>An evaluative study on the impact of health and wellbeing strategies on pre-registration health student retention</p> <p>Dr Rebekah Hill, University of East Anglia</p> <p><b>LT4A2</b></p> <p>Promoting Specialist Community Practitioner (SCP) and Specialist Community Public Health Nurse (SCPHN) students to achieve core competencies during practice placement modifications</p> <p>Joanna Lavery and Sarah Logan, Liverpool John Moores University</p> <p><b>LT4A3</b></p> <p>Introducing RCN Learn: New exciting space for education, learning and development learning resources</p> <p>Andrea Christie, Nicola Ashby and Alisha Brown, Royal College of Nursing</p> <p><b>LT4A4</b></p> <p>Exploring the challenges and successes of enabling student empowerment through the Personal Tutor role</p> <p>Sheena Cottam and Stephanie King, University of Central Lancashire</p>	<p><b>LT4B1</b></p> <p>Supporting students throughout the academic feedback cycle</p> <p>Edwina Rushe, University of Liverpool</p> <p><b>LT4B2</b></p> <p>Where are all the men? Exploring Occupational Therapy as a career choice for men - a qualitative research study</p> <p>Bethany Housley and Edwina Rushe, University of Liverpool</p> <p><b>LT4B3</b></p> <p>Enhancing blended learning experiences: Strategies and outcomes applied to Critical Care Nursing Education</p> <p>Heather Kincaid and Sily Sakhamoni, Kingston University</p> <p><b>LT4B4</b></p> <p>How could healthcare staff support the creation of autistic-friendly workplaces?</p> <p>Anshy Davies and Edwina Rushe, University of Liverpool</p>	
16:45-17:00		Grace Suite						16:45-17:00	
		Closing plenary from the NET Committee							