

5 December - Day 1							
Registration - Grace Foyer							
Grace Suite							
Welcome from the NET Committee							
Keynote: Professor Jo Clarke, Managing Director, Petros UK Chair: Michelle Ellwood, University of Leeds							
Refreshments and poster viewing Grace Foyer							
Themed session 1							
Albert Suite 3 Strand 1A	Albert Suite 4 Strand 1B	Albert Suite 5 Strand 1C	Hilton Room 2 Strand 1D	Grace Suite 1 Strand 1E	Grace Suite 2 Strand 1F	Grace Suite 3 Lightning Talks	
Linking theme: Allied Health Convener: Abbie Fortham-Barnes	Linking theme: Belonging Convener: Andrew Melling	Linking theme: Empathy & Compassion Convener: Debbi Marais	Linking theme: Simulation Convener: Carmel Bond	Linking theme: Success Convener: Jacqueline Leigh	Linking theme: Simulated placements Convener: Julie Luscombe	Convener: Juliette Morgan	
10:55-12:45 Online professional doctorates: Widening access to doctoral study for health professionals across the world Dr Alan Williams, University of Derby	18BI Student belonging and mattering: The impact on academic achievement Clair Zawadzki, Birmingham City University 18BI "That's not my name." The importance of using a student's name and pronouncing it correctly Laura Maguire, Emma Tonks and Sophia Kuyateh, Birmingham City University 18BI Experiencing belongingness on placement: A three year cross-sectional study of Nursing and Midwifery students Dr Mark Wareing, Brunel University London 18BI Fostering interprofessional belonging by sharing emotions: Embedding Schwartz Rounds within higher education institutions Kelly Cottrell, Dr Lisa Rossack and Dr Caroline Reid, University of Bedfordshire	18CI Immersive digital story intervention on empathy in Nursing students: Findings and reflection Dr Gareth Parsons, Cardiff University Dr and Dr Jiping Yu, University of South Wales 18CI Experiencing the art and history of nursing: A public and online exhibition of student nurses' artwork Marie Clancy, University of Exeter 18CI Death café as a teaching and learning initiative Moira Dale, University of the West of Scotland	18DI The use of multimodal educational tools for large-scale simulated practice Dr Stephen Wanless and Claire Maguire, Birmingham City University 18DI Co-production of a HFS stroke scenario Nada Asakami, University of Dundee 18DI Innovative approaches to learning and quality improvement through immersive simulation in acute mental health settings Jemma Kempton, University of Exeter 18DI Stepping up psychosis: The use of virtual reality in pre-registration Mental Health Nursing education Christine Roberts and Kate Hulme, Liverpool John Moores University	18EI Wolverhampton Structured Training and Accessible Resources to Succeed (STARSS) Programme Ruth Poxon, Alison Hay and Clair Connop, University of Wolverhampton 18EI Improving opportunity and success for mature students Dr Samuel Pollard, University of Exeter 18EIII Student experience, engagement and achievement Dr Arkers Kwan Ching Wong, The Hong Kong Polytechnic University 18EIV Attracting widening participation students onto healthcare professional courses and ensuring successful student outcomes Dr Sharon Akell and Natalia Hill, University of Wolverhampton	18FI Bringing women's voices into the classroom: The design, implementation and evaluation of a virtual Midwifery casebased in a new MSc Midwifery programme Teresa Shaldy and Claire Nutt, University of Birmingham 18FII Co-creation of simulated practice learning packages: Learning from the student voice Dr Carolyn McCrone, University of Huddersfield 18FIII Case study evaluation of a simulated placement for Mental Health and Child student nurses Dr Sian Shaw and Dr Mary Edmonds, Anglia Ruskin University 18FIV Does a simulated placement enhance student learning experience in pre-registration Adult Nursing students? Helen Walker, Matt Smith, Anneliese Higson, Kirsty Coats and Sue Coupland, University of Bolton	18TII What technologies are used to support healthcare students' practice-based learning at the patient interface? Findings from a scoping review Christopher Gillies and Mark Murphy, Liverpool John Moores University and Professor Debbie Roberts, Bradford University 18TIII Circle time: No pointless discussions Dr Sarah Anwarabam and Dr Charlotte Mitchell, Mid and South Essex NHS Trust 18TIII The creation and development of an innovative Greater Manchester Practice Education Centre of Excellence (GM PECE) Julie Fletcher, University of Bolton, Deborah O'Connor, Manchester Metropolitan University and Carol Le Blanc, Manchester NHS Foundation Trust 18TIV Exploring perceptions of inclusion and support for students on the Orthotics BSc Ashli Warburton, University of Liverpool 18TIV Learning to learn: Supporting transition to Medical School Dr Sarah Aynsley, Keele University Medical School	
12:45-13:45 Lunch break Grace Foyer							
Roundtable Session							
Albert Suite 3	Albert Suite 4	Albert Suite 5	Hilton Room 2	Grace Suite 1	Grace Suite 2	Grace Suite 3	
Convener: Debbi Marais	Convener: Carmel Bond	Convener: Julie Luscombe	Convener: Juliette Morgan	Convener: Michelle Ellwood	Convener: Tracey O'Keefe	Convener: Abbie Fortham Barnes	
13:45-14:15 RT1I Creating reflective space in contemporary healthcare practice: A structured debate Dr Ann Donohoe, University College Dublin	RT1II Critical approach for enabling success through learner support Dr Victor Kpandemba, Dr Audrey Graham and Mynsha Sarkar, London South Bank University	RT1III The development of the self-aware health professional Melanie Packer, Birmingham City University	RT1IV What are the challenges and opportunities of increasing disability diversity in the nursing and midwifery professions? Dr Sharon Akell, University of Wolverhampton and Andrea Cameron, Aberystwyth University	RT1V Reflections on developing creative evidence-based practice curricula Edwina Rushe, Heather Bullen and Chris Edge, University of Liverpool	RT1VI Developing the future workforce through applying the pedagogy of practice learning Professor Jacqueline Leigh, Edge Hill University, Juliette Borwell, NHS England South East, Dr Amanda Garrow, Liverpool John Moores University, Professor Karen Wright, University of Central Lancashire and Professor Kate Knight, University of Chester	RT1VII Creativity in collaboration: The development of healthcare leadership education Susan Buttress and Dr Jennifer Johnson, University of Liverpool	
14:15-14:40 P1VII: Redesigning the HE Healthcare curriculum to facilitate expectations of the OS B3 conditions and meet the challenges of the contemporary health workforce. P1IX: An evaluation of bespoke support sessions for international students prior to practice placement. P1XII: Clinical Learning Experiences of healthcare professional students in a Student-Led Clinical Learning Environment (SLCLE) - A Mixed-Methods Evaluation. P1XIV: Migration influences on differential attainment: Perceptions of the constraints and challenges of applying critical thinking skills within an MSc Mental Health Nursing programme. P1XV: Critical reflections on the use of Schwartz Rounds as an intervention to support the wellbeing of Health and Social Care students: A case study. P1XVII: Influence of diverse 3D anatomy models on Health Science students' belonging and satisfaction at university. P1XVIII: "We do things differently": The quest to develop an Acute Illness Management (AIM) course for the community setting.							
14:40-14:55 Refreshments Grace Foyer							
Themed session 2							
Albert Suite 3 Strand 2A	Albert Suite 4 Strand 2B	Albert Suite 5 Strand 2C	Hilton Room 2 Strand 2D	Grace Suite 1 Strand 2E	Grace Suite 2 Strand 2F	Grace Suite 3 Lightning Talks	
Linking theme: Technological Innovations Convener: Abbie Fortham-Barnes	Linking theme: Placements Convener: Andrew Melling	Linking theme: Learning experiences Convener: Carmel Bond	Linking theme: Preparedness for practice Convener: Jackie Leigh	Linking theme: Professional Identity Convener: Michelle Ellwood	Linking theme: Pedagogical Innovation Convener: Tracey O'Keefe	Convener: Debbi Marais	
14:55-16:45 2AI Supporting Healthcare Education using technology to facilitate international intergroup dialogue training: A case study across the Atlantic Dr Adam Rathbone, Ana Cristina Guisola Carlas De Newell and Haley Chan, Newcastle University 2AII BioLeap: Using blended learning to enhance first year BioScience learning in Nursing Education Kelvin McMillan, University of Birmingham 2AIII Investigating the efficacy of a virtual reality software application in enhancing communication skills in post-qualification Nursing and undergraduate Social Care students: A tale of two pilots Nigel Wynne, Laura Maguire, Michael Greenhouse, Birmingham City University 2AIV Customised computerised clinical protocol guidelines for Medical Education: The case of Chronic Kidney Disease (CKD) using domain-specific languages Dr Sofia Meacham, Godwin Udoje and Abdoun Oluwabusola Adebisi, Bournemouth University and Professor Simon Fraser, University of Southampton	2BI The innovative Peer Enhanced e-Placement (PEEP) model: Flexible and adaptable to changing workforce needs Professor Lisa Taylor, University of East Anglia 2BII Implementing Nursing students' opportunities for interprofessional education through a Primary Care integrated placement model: The Exeter University pilot project Cathy Rant, University of Exeter 2BIII An exploration of Occupational Therapy role emerging placements: Students' perspective Annabel Headup, University of Worcester 2BIV Expanding Diagnostic Radiography student capacity by utilising the ED, Fracture Clinic and Advanced Practitioners David Sharr, University of Derby and Kathryn Nettleship, Nottingham University Hospitals	2CI "Finding our voices": Findings from a mixed-methods study exploring the lived experiences of LGBTQ+ students at a UK higher education institution Gemma Spencer and Dr Gillian Rayner, University of Central Lancashire 2CII Exploring Registered Nurses' experiences of preparation as practice supervisors and assessors of Nursing students Nicola Fishburn, University of Salford 2CIII Pre-registration student nurses' experience of online learning: Digital and technology skills ready or not? Christina Ebanks, Buckinghamshire New University 2CIV Making sense of the feedback experience: An interpretative phenomenological analysis exploring the lived experience of student nurses receiving written feedback on their written assessments Sarah Trail, Dr Gillian Rayner and Dr Philippa Orah, University of Central Lancashire	2DI Use of a virtual family tree to enhance the application of theory to practice within the undergraduate Nursing curriculum Lisa Forbes Grant and Kate Phillips, University of Leeds 2DII The Health Sciences and local schools knowledge exchange project (HSEP) Carli Whitaker, Laura Holliday, Helen Ready, Louise Clarke and Verly Wilson, University of Nottingham 2DIV A grounded theory of learner availability in practice education Terri Grant, University of Worcester	2EI A phenomenological insight into what final year undergraduate student nurses perceive is the role of the Registered Nurse and who they learn this from Dr Nicola Morrell-Scott, Liverpool John Moores University 2EII Rebalancing Health and Social Care experience in the pre-registration Nursing curriculum Dr Kate Knight, Professor Vicky Ridgeon, Viki Whaley, Professor Debbie Roberts and Bex Bailey-Mohale, University of Chester 2EIII Reading groups to develop critical reading skills Dr Andrea Cocklett, Kingsong University 2EIV Reflective practice groups for early years Medical students: Supporting the beginning of professional identity formation Dr Nicoletta Fossati, St George's, University of London	2FI Closing the feedback loop: Building a culture of good feedback practice Dr Marie McGee and Dr Stephanie Jong, University of East Anglia 2FII Verbal feedback for assessment: An evaluation of a novel feedback communication strategy Gillian Singleton and Dr Christine Furber, The University of Manchester 2FIII "I reflect, therefore I am!" Exploring the use of an optional online reflective journal as a learning tool among postgraduate Healthcare students Dr Hoda Wassil, University of Bedfordshire 2FIV Scaffolding the learning Journey Dr Rachael Magwaza, University of Salford	2TII Learning what earning: An investigation into the barriers and enablers to part-time study for healthcare professionals Dr Jodie Coxall, University of Wales Trinity St David and Dr Claire Morgan, Swansea University 2TIII Successful strategies to enhance belonging and engagement for 1st year MSc students undertaking a Doctoral Training Programme Dr Claire Bastian and Dr Gurpreet Chohan, University of Warwick 2TIV Preparing healthcare learners for end-of-life conversations and care: A staff-student co-design project Anna Rees, Edwina Rushe, Ben Smith and Jameson Hogg, University of Liverpool 2TV How can people be invited to speak about their lives in ways that make them stronger? Introducing the Tree of Life narrative tool Heather Bullen, University of Liverpool, Sarah Shaw, Keele University and Edwina Rushe, University of Liverpool	
16:45-17:00 Grace Suite							
Closing plenary from the NET Committee							
Drinks reception and conference dinner Grace Foyer & Suite							
18:30							