Teaching in the spotlight: Learning from global communities

Health and Social Care Programme, 3 July

Keynote speaker: Christine Jarvis, Pro Vice-Chancellor (Teaching and Learning), University of Huddersfield

Parallel Session 1, Ignite: 11:20–12:20

HSC1: More in common than sets us apart: Learning from global perspectives and common experiences of palliative care in online postgraduate Clinical Education
HSC1: Patient safety in intercultural environments
HSC1: Hi-Fidelity Interprofessional Simulation: Impact and practice
HSC1: Impact of group work on an online distance learning course
HSC1: Using virtual clinics within the undergraduate medical curriculum
HSC1: The enrichment programme in China: Who's enriching who?
HSC1: The feasibility of an online peer-support application
HSC1: Changing relationships: Implementing a midwifery forum

Parallel Session 2, 13:20–14:20

HSC2.1: 'When I was on the sea in the boat, I looked death in the eyes': Safeguarding children on the move across Europe through a shared European Social Work curriculum
HSC2.2: Responding to written reflections in the education of health professionals
HSC2.3: Peer support in an online learning environment
HSC2.4: Fostering undergraduate student success and leadership development through implementing and evaluating a coaching framework
HSC2.5: Teaching and assessing Pharmacy ethics through a novel workshop
HSC2.6: Redefining the wheel: Bringing Humanities back to Health Professions Education
HSC2.7: Embedding digital health capabilities into curricula

Parallel Session 3, 14:30–15:40

HSC3.1: The impact of using Google Classroom
HSC3.2: Using assessment to help students learn Anatomy more effectively: Learning through patchwork text
HSC3.3: SoMe Skills X: The learning of the future
HSC3.4: E-teaching the teachers
HSC3.5: Digital storytelling: Grounding teaching and learning in real lives
HSC3.6a: Shared learning in rural Maasai communities
HSC3.6b: Clinical preceptor training for critical care in Egypt: Towards a contextualised competency framework
HSC3.6c: Globalisation in postgraduate international education: Illuminating a kaleidoscope of knowledge acquisition, skills transfer and global societal learning gain
HSC3.7a: Using pre-admission data to explore factors associated with differential attainment among transnational and UK/EU distance learning students
HSC3.7b: It's NICE to be a student champion: A peer-led teaching initiative to develop digital literacy skills in Nursing and Midwifery students
HSC3.7c: Internationalising research methods teaching of undergraduate Health professionals

Poster presentations, 15:40–16:10

TeachMePaediatrics: A new educational resource for Paediatric trainees
Preparing nurses for specialist renal practice through an international academic partnership
Educational imperialism
‘We are a global village’
A systematic review to identify and describe online peer-support interventions for distance learning students in higher education
Dissecting Anatomy: The lived experience
Co-producing knowledge through international exchange
Wayfaring with, rather than teaching to, the ‘lost generation’
The impact of career counselling on graduate employment
Interprofessional learning
Students’ and staff use of self-reflective cover sheets
The importance of narrative in flipping the classroom: Helping Physiotherapy students make sense of what they’re learning
Seeing and naming patterns

Parallel Session 4, 16:10–17:20

HSC4.1a: Learning in a community of practice: Where is the tutor?
HSC4.1b: DMU Global International Strategy: Empowering students to broaden their horizons and become co-creators of their own learning
HSC4.1c: The importance of feedback in course redesign: Lessons from an undergraduate Nursing course
HSC4.2a: Building consensus: An alternative model of curriculum development
HSC4.2b: Connecting global communities of practice through social media to enhance teaching and learning
HSC4.3a: Developing the pedagogic partnership between the HEI and work-based learning mentors in Health and Social Care
HSC4.3b: The exploration of students’ learning gain following immersive simulation: The impact of feedback
HSC4.3c: Enhancing clinical reasoning skills in Physiotherapy through an online international discussion forum
HSC4.4a: Learning clinical special tests through gamified seminar
HSC4.4b: Universal values? A global perspective on the importance of personal values in sustaining enthusiasm for teaching
HSC4.5a: Challenging Perceptions: Developing radiotherapy services for the Maltese Islands through collaboration and a passion for pedagogy and patient care
HSC4.5b: An interactive Doctoral presentation to show why stories and storytelling are vital ‘containers’, ‘comfort blankets’, ‘signposts’ and ‘batons’ to enable deep transformative learning in student communities of practice – rather than just anecdotes and vignettes to illustrate lectures
HSC4.5c: In the dock: How an authentic Coroner’s Court case scenario was used to create an immersive patient safety learning experience for student midwives
HSC4.6a: Avoiding the language barrier: A study to explore the expectations of first year undergraduate Health Science students
HSC4.6b: Development of career-ready undergraduates in Medical Sciences
HSC4.6c: Growing and learning together: European perspectives in developing communities of learning and HE pedagogy for apprenticeships: From curriculum inception to delivery and review
HSC4.7a: Developing health-enhancing physical activity modules for higher education
HSC4.7b: Preparing generalists to complement specialists in the professions: Using an integrated curriculum in Psychology
HSC4.7c: A Busman’s Holiday: Having your cake and eating it! Making the curriculum real

Networking BBQ and drinks reception
**Keynote speaker:**
Christine Jarvis, Pro Vice-Chancellor (Teaching and Learning), University of Huddersfield

**Title:** Growing global graduates: Teaching for a better world

**Abstract:**

The idea of the ‘global graduate’ is an increasingly familiar one. It is seized upon by universities, employers, careers advisory services and by organisations with an interest in promoting international collaborations, languages and exchange opportunities. As teachers and curriculum designers, we need to interrogate this term.

I want to draw attention to some of the absences in current definitions of the global graduate, and suggest that a more socially inclusive and critical definition is needed, that can prepare graduates to be global citizens as well as global workers. As a teaching and learning community we are uniquely placed to ensure that future generations are equipped to face the global challenges they will encounter in the coming decades.

**Biography:**

Christine took up the post of PVC Teaching and Learning in 2015. She began her career working in community education with unemployed young people and went on to teach a wide range of subjects and students in further and adult education. She worked for Huddersfield Technical College as Access to HE co-ordinator, and she taught literature to mature students for Leeds University’s extra mural department. In 1992 she moved to the University of Huddersfield, eventually becoming Head of Department. Before returning to Huddersfield as Dean of Education and Professional Development in 2006, she was Head of Education and Humanities at Sheffield Hallam University, where she taught Renaissance and Eighteenth Century Literature. In 2010, she was awarded a National Teaching Fellowship for her contribution to teaching and learning.

Her research interests are interdisciplinary, combining literary studies, cultural studies and education. She has written about the impact of literature on students’ world views, about children’s and young adult fiction, film and television, and about the representation of education in popular culture. She recently completed a chapter ‘Popular fictions as critical adult education’ for *The Palgrave International Handbook on Adult and Lifelong Education and Learning*. With Prof. Kevin Orr, she is co-editor of the journal *Studies in the Education of Adults*.

As PVC she is responsible for the University’s Teaching and Learning Strategy, for working with Schools and Services to secure an excellent student experience and working with registry to ensure the quality of the University’s provision.

Christine believes that all learners regardless of background or ability deserve the best educational experience. She also believes that imaginative and creative work should play an important part in education at all levels and that their contribution to intellectual and affective development is profound.
Our Health and Social Care strand covers sessions on common issues facing teaching professionals in the Health and Social Care sector, as well as focusing on subject-specific matters across the following disciplines: Healthcare education, Nursing and Midwifery, Social Care, Social work and Social policy.

Parallel Session 1, Ignite: 11:20–12:20
Room G63

HSC1: More in common than sets us apart: Learning from global perspectives and common experiences of palliative care in online postgraduate Clinical Education
Dr Victoria Hewitt, Newcastle University

*Ignite presentation*
This session will present visual representations of dialogues about end of life care taking place in a closed online and global community of clinical students. Palliative care is considered through various lenses: disease, age, social, cultural, spiritual and political. Despite representation from a diverse range of countries, contexts and disciplines, students have discovered both similar dilemmas and divergent consequences of policy and socio-cultural influences. These issues will be presented, together with group reflections and participant-constructed potential solutions.

HSC1: Patient safety in intercultural environments
Dr Lucy Obolensky, Plymouth University

*Ignite presentation*
The aim of this session is for delegates to appreciate the importance of cultural diversity when teaching patient safety and to understand how differences in cultural practice affect teaching and learning. A UK trauma team has been working in Kenya since 2008 at the invitation of the Kenyan district hospital. The UK team works side by side with Kenyan colleagues sharing knowledge and skills when operating on trauma patients. Patient safety was deemed to be of high priority and this presentation demonstrates how disparities in teaching methods and team hierarchies were overcome to enhance patient safety.

HSC1: Hi-Fidelity Interprofessional Simulation: Impact and practice
Amanda Miller and Carol Haines, University of Salford

*Ignite presentation*
The aim of this presentation is to provide an overview of an interprofessional simulation (IPS) day for final year undergraduate students in health and social care across six disciplines and to present the longitudinal study planned to measure the impact of IPS within their development as autonomous qualified practitioners.

The objectives of the session are: to demonstrate the use of simulated practice and technology-enhanced learning within an Interprofessional context; to present the development of research to measure the impact of participation in the IPS Day on their professional practice; and to present initial evaluative findings from the IPS day.
HSC1: Impact of group work on an online distance learning course

Dr Paula Whittaker, University of Manchester

Ignite presentation

This presentation will discuss the impact that the introduction of assessed group work has had on a global distance learning course in Evidence Based Practice; part of an online Masters in Public Health programme. The course unit attracts 80 to 100 students each year from a wide range of countries and professional backgrounds. Group work assignments were introduced to the assessment process two years ago. The reported outcomes include engagement of students in online discussion boards, course attainment and student satisfaction.

HSC1: Using virtual clinics within the undergraduate medical curriculum

Dr Marie O’Sullivan, NHS

Ignite presentation

The aim of this session is to demonstrate an overview of virtual clinics in obstetrics and gynaecology for undergraduates. Medical students traditionally “sit in” on outpatient clinics across a range of specialties as part of their training. But what do they learn by being there? What do we want them to learn? Our project has demonstrated that students feel there are large gaps in their knowledge after attending clinic and that they are frequently asked to leave. Our innovative virtual clinics with videoed consultations better equip them to acquire the necessary knowledge so that they attend clinic and focus on skills, attitudes and knowledge consolidation.

HSC1: The enrichment programme in China: Who's enriching who?

Toni Bewley, Edge Hill University

Ignite presentation

Since 2013, Edgehill university has delivered the enrichment programme to Chinese undergraduate student nurses. A small team of three teachers visit Daqing for two weeks twice yearly. The experience challenges and inspires. Teaching methods introduced to the students include experiential learning and it is enlightening to observe the transformation of students behaviour during our visit. Initially we note students to be passive but in a short time they become interactive and engaging.

HSC1: The feasibility of an online peer-support application

Dr Roger Harrison, University of Manchester

Ignite presentation

This session explores a digital platform aimed to provide peer-support for online, distance learning postgraduate students. The design maximised affordances from existing digital applications, and recruited recent graduates (alumni) to act as student peers. Preliminary analysis (full analysis to be presented) identified half (36/72) the eligible pilot students registered and in three months, 1,872 individual digital messages occurred. Emerging themes from student interviews were: it helped reduce isolation; it was good to hear from previous students; sharing ideas was helpful. Feedback from those not participating included 'did not see the point', 'no time'. 
HSC1: Changing relationships: Implementing a midwifery forum

Dr Heather Ingram, Keele University

*Ignite presentation*

The aim of this session is to explain a model for a different approach to engaging students in programme and module management. The new forum proved to have immediate impact and enhanced staff-student relationships by empowering students and enabling staff to learn from and work with students. The objectives are to explain the reasoning for introducing a new approach; discuss the format and membership of the forum; discuss issues raised and how a joint approach helped to resolve complex issues, e.g. managing disruptive behaviour; and provide delegates with an opportunity to explore the replicability to their own programmes.
Parallel Session 2, 13:20–14:20

HSC2.1: ‘When I was on the sea in the boat, I looked death in the eyes’: Safeguarding children on the move across Europe through a shared European Social Work curriculum

Professor Jane Reeves, University of Kent

Workshop, Room 220

The focus of this workshop is to provide an interactive learning experience for delegates on learning from global communities on child protection, specifically in terms of supporting children who are refugees and travelling across Europe. The workshop is based upon a three-year Erasmus project incorporating ten universities across Europe.

The aims and objectives are: to understand the experience of being a family and child refugee ‘on the move’ across Europe; to experience the risks, dangers and help available; and to evaluate the global teaching and learning strategies designed across ten universities to achieve these aims.

HSC2.2: Responding to written reflections in the education of health professionals

Dr Clive Weston and Dr John Reed, Swansea University Medical School and Cindy Hayward, Independent Practitioner

Workshop, Room 227

This workshop concerns a curricular activity aimed at nurturing reflective practice in future health professionals – the provision of bespoke written responses by faculty (not marks and grades) to pieces of reflective or narrative writing by medical students following clinical placements. Participants will draft their own responses to one of a number of such pieces. They will consider the educational value of the activity – the potential to better understand, encourage, guide and support students as they confront the realities of practice – and, also, whether variants of this time-consuming pursuit might suit their own programmes.

HSC2.3: Peer support in an online learning environment

Dr Roger Harrison and Dr Sarah Willis, University of Manchester

Workshop, Room 229

The aim of this session is for delegates to leave with a deeper shared understanding of models of peer support for online distance learning students in HE. The objectives of the session are to gain insight into the design rationale of one model of online peer support, presented as a case study; to reflect on the affordances of online environments to enable effective peer support; to understand student and context-specific factors that can influence the feasibility of online peer support; and to develop a common appreciation of why ‘off-the-shelf’ models for online peer support might not always meet the brief.
HSC2.4: Fostering undergraduate student success and leadership development through implementing and evaluating a coaching framework
Dr Jacqueline Leigh, Dr Emma Gillaspy and Lisa Littlewood, University of Salford

*Interactive breakout session, Room 231*

The aim of this session is to critically explore how as a team we have changed cultures through developing and implementing a coaching framework for undergraduate student nurses. The objectives are to explore the concept of coaching as a tool to promote student nurses' leadership development (academic and clinical) and student success; to provide evidence of the framework developed; to explore strategies for implementation and provide evidence of student success; and to utilise simulation to demonstrate application of the framework.

HSC2.5: Teaching and assessing Pharmacy ethics through a novel workshop
Dr Parastou Donyai, University of Reading

*Workshop, Room 371*

Attendees at this session will engage in a series of activities from a student workshop on ethical decision making. This workshop has been designed to provide students with a practical understanding of how ethical decision making can be understood and exercised.

The aim of the session is to engage learners in some practical consideration of the bioethical principles to analyse a medication-related ethical situation faced by a patient, their family and health professionals.

The learning outcomes from the session will be that attendees will be able to define the four bioethical principles; understand the different elements of the four-boxes paradigm model for analysis of an ethical case through practical application; and reflect on their current ability to work with others to problem solve.

HSC2.6: Redefining the wheel: Bringing Humanities back to Health Professions Education
Dr Janusz Janczukowicz, AMEE / Medical University of Lodz and Dr Flora Smyth Zahra, King’s College London

*Workshop, Room 373*

Clinical education serves as an interesting case study to highlight the false dichotomy between scientific and humanities learning. Curricula need to evolve as the context of learners and society change. At one time humanities were very much part of the medical curriculum and then from the early 1900s were squeezed out to accommodate the rapid escalation in scientific knowledge. On reconsidering the epistemology and redesigning the approach, now is the time in our complex global context to bring humanities back to health professions education. We will explore the humanities for framing issues around problem solving, art for its critique and questioning and discuss developing reliable interdisciplinary assessment.

HSC2.7: Embedding digital health capabilities into curricula
Dr Christine Slade and Professor Christine Brown, University of Queensland

*Interactive breakout session, Room 375*

The healthcare sector is rapidly digitalising. National eHealth strategies, personal eHealth records and e-medical records in hospitals, require healthcare graduates to have digital capabilities on entering the
workforce. We want to equip graduates with technological skills, plus leadership, innovation and entrepreneurialism to participate in a rapidly changing workplace. We invite educators, learning designers and others experienced in healthcare curriculum design to collaboratively develop a set of learning activities across curricula that meet the six elements of the JISC Digital Capabilities framework (2017).
Parallel Session 3, 14:30–15:40

HSC3.1: The impact of using Google Classroom
Dr Heather Ingram, Keele University

Workshop, Room 220

The aim of this session is to raise awareness of the value of a simple online tool which has helped to change learner/academic dynamics and enhance student learning. The objectives are to explain the reasoning for introducing the tool; demonstrate how the tool has contributed to student success; discuss the factors that have helped this innovation be successful for both students and staff; discuss matching learning mediums with student learning preferences; and provide delegates with an opportunity to learn experientially and consider the relevance of the online tool for their own learning programmes and student community.

HSC3.2: Using assessment to help students learn Anatomy more effectively: Learning through patchwork text
Maria Birch, University of Brighton

Workshop, Room 227

Anatomy is a subject notorious for content volume and complexity, and students often practise rote learning just to ‘survive’. Assessment can influence how students spend their time. My aim was to intrinsically motivate these students to adopt a deep approach to learning through a modern assessment method: the patchwork text. Students produce small learning tasks, bring them to the classroom for peer discussion, then rework them. The tasks are submitted as a summative collection accompanied by a reflective narrative – the stitching - explaining where the learning has taken place and how that has influenced their understanding of the subject.

HSC3.3: SoMe Skills X: The learning of the future
Dr Emma Gillaspy and Dr Cristina Vasilica, University of Salford

Interactive breakout session, Room 229

The way students want to learn is changing globally. Millennials want to challenge and be challenged so they are able to take control of their learning journey and this independence is likely to further increase with Generation Alpha. So how do we foster a supportive learning environment that empowers these learners to make informed decisions about their studies and careers? The team is developing an educational model to create the self-determined learner, who is prepared to work and live in their global, digitally enabled future. We are using personal assistant technology to investigate learning gain and access to global networks.

HSC3.4: E-teaching the teachers
Dr Sarah Brearley and Dr Casey Wilson, Lancaster University

Interactive breakout session, Room 231

This session will consider a range of approaches an e-teacher can use to engage learners and promote collaborative learning. It will empower teachers to recognise the importance of establishing an online identity and how to create and sustain a collaborative community of learners. It will develop pedagogic thinking around the design and development of effective online resources which engage learners and promote collaboration. The workshop will provide participants with the foundations of an e-toolkit which will encourage participants to move beyond these initial approaches and have the confidence to experiment with strategies which are tailored to their individual teaching needs.
HSC3.5: Digital storytelling: Grounding teaching and learning in real lives

Susan Kennedy and Richard Price, Health Education England and Caroline Burgess, NHS Education for Scotland

Workshop, Room 371

Digital storytelling brings together two important threads in healthcare education. There is increasing focus on learner stress and building resilience, also on delivering and developing confident and capable digital learners and professionals. The art, craft and technical expertise required to create a digital story of one’s own requires authenticity, creativity and digital capabilities which combined can result in high level reflection and thinking skills as well as the development of greater strength and resilience. This workshop will develop specific skills in storytelling and in the digital production of authentic stories that map to Health Education England’s digital capabilities framework.

HSC3.6a: Shared learning in rural Maasai communities

Dr Lucy Obolensky, Plymouth University

Oral presentation, Room 373

The aim of this session is to identify how you bring about social and behavioural change in a tribal Maasai setting? Maasai leaders at a health planning meeting requested assistance in ‘ensuring their girls go to school’ and ‘the prevention of young marriages’. Education of an entire community resulting in a shift of social and cultural norms was the desired outcome. This presentation will explore the key questions required prior to embarking on such a project, and the innovative yet sensitive education methods employed by UK and Kenyan education specialists to improve the livelihood of women and girls in Maasai communities.

HSC3.6b: Clinical preceptor training for critical care in Egypt: Towards a contextualised competency framework

Mrs Omnia Helaly, Gouna Technical Nursing Institute

Oral presentation, Room 373

My study is a constructivist grounded theory (GT) approach to explore clinical preceptors’ views and experience of their roles as supervisors of senior nursing students, while introducing the Nurse of the Future Nursing Core Competencies (NOFNCC) internship model in the context of an Egyptian critical care hospital (Charmaz 2014). The study’s aim is to develop a conceptual framework (Middle Range Theory/MRT) of clinical preceptors’ competencies to guide the academic nursing faculty in developing the necessary clinical preceptor preparation programme within the context of the Egyptian health system.

HSC3.6c: Globalisation in postgraduate international education: Illuminating a kaleidoscope of knowledge acquisition, skills transfer and global societal learning gain

Dr Catherine Hayes and Benjamin Olusola Ajibade, University of Sunderland

Oral presentation, Room 373

This presentation will use Adele Clarke’s Situational Analysis to explore impact of the transferrable research skills gained during the delivery of postgraduate healthcare curricula (Public Health and Nursing).
The session will highlight the relevance of context in applied knowledge in global practice; stimulate academic debate regarding the co-construction of knowledge with international students for global application; and challenge HEIs to deliver a less tokenistic and more authentic approach to the globalisation of healthcare education.

**HSC3.7a: Using pre-admission data to explore factors associated with differential attainment among transnational and UK/EU distance learning students**

*Dr Isla Gemmell, University of Manchester*

*Oral presentation, Room 375*

Many online distance learning (ODL) programmes observe disparities in attainment between UK/EU and transnational students. We obtained pre-admission data to create an integrated dataset of pre-and post-admission data for students registered on a postgraduate ODL programme at the University of Manchester. These data were used to explore the impact of age, gender, ethnicity, work experience, educational background, region of birth, region of domicile and region of nationality among other variables to determine the most important pre-admission determinants of attainment. The pros and cons of using admissions data for this purpose are discussed.

**HSC3.7b: It’s NICE to be a student champion: A peer-led teaching initiative to develop digital literacy skills in Nursing and Midwifery students**

*Julia Terry, Swansea University*

*Oral presentation, Room 375*

The aim of this session is to inform delegates about the delivery of peer-led digital literacy sessions delivered to promote competence and confidence when searching for best healthcare evidence. The objectives of the session are to discuss the implementation of the National Institute for Health and Care Excellence (NICE) student champion scheme, including the experiences of Nursing and Midwifery students who were NICE student champions, and to consider student learners’ awareness and use of NICE Evidence Search.

**HSC3.7c: Internationalising research methods teaching of undergraduate Health professionals**

*Pete Bridge, University of Liverpool*

*Oral presentation, Room 375*

Research methods are a core component of all undergraduate programmes and equip students with the basic terminology and research principles in preparation for final year projects or dissertations. Research suggests that students lack enthusiasm for research methods and struggle to apply knowledge to practice. This session presents findings from a project that introduced an international collaborative peer-learning activity into undergraduate research methods teaching. Students designed, executed and analysed a research project in collaboration with peers from Australia. Key lessons learned and recommendations for implementation will be shared.
TeachMePaediatrics: A new educational resource for Paediatric trainees
Adam Bonfield, University of Leicester

The "TeachMe" series started with "TeachMeAnatomy" and "TeachMeSurgery", collectively receiving more than 15 million views last year. Building on this strong foundation, we have decided to branch out into "TeachMePaediatrics", a website that provides high quality articles on common and important paediatric topics for medical students and junior trainees. This poster presentation will outline this project from inception to current initiatives.

Preparing nurses for specialist renal practice through an international academic partnership
Coral Tonna and Deborah Dowsset

Senior Nurse Lecturers at DeMontfort University have been working with an international partner to provide a postgraduate academic programme of education which prepares nurses for specialist Renal Nursing practice in the United Arab Emirates.

This session will detail the results of a SWOT analysis and explore how two institutions, working in partnership, delivered a renal specialist academic programme of education; provide recommendations for nurse educationalists; and suggest how flexible pedagogies that transform teaching and learning are embedded in order to enhance the curriculum.

Educational imperialism
Dr David Patrick, University of Sheffield

Global engagement in education is something that as educators we should strive for but we must make sure that the education that we offer to the global community is relevant to the learners accessing and engaging with the courses that we offer. When education is offered to a global community we must not lose sight of the wants and the needs of those looking to be educated. When offering healthcare education we must take into account the local needs of those seeking to be educated, there may be a difference in the perceived knowledge needs between countries.

A systematic review to identify and describe online peer-support interventions for distance learning students in higher education
Dr Roger Harrison and Dr Brenda Tbingana-Ahimbisibw, University of Manchester

The aim of this poster presentation is to describe the process, methods, results and conclusions from a complex systematic review. The systematic review aims to determine the nature of existing online peer support interventions for online distance learning students in HE. The presentation will include a detailed description of the design of the systematic review. It will present the main results and summarise these alongside existing intelligence on this subject.

Dissecting Anatomy: The lived experience
Maria Birch, University of Brighton
This work is on the experience of podiatry students in learning and applying anatomy in practice contexts. A phenomenological methodology was used to investigate students’ lived experience of their learning of anatomy and its use in applied contexts. This session will report on the participants’ narratives and discuss what it is like for them to experience learning anatomy and be able to use it to bring about effective clinical care. It will discuss how the situations in which students learn anatomy influence them, and what there is to discover about how each participant arrives at an understanding of anatomy in the applied context.

Co-producing knowledge through international exchange
Dawn River, University of Birmingham

This session will focus on the co-production of knowledge through international exchange by drawing on work conducted for the book ‘Service User and Carer Involvement in Health and Social Care’ (Fawcett, Fillingham, River et al, 2018). Drawing on experience from 10 years of international exchanges (between academics; students; practitioners; service users and carers), Dawn River and a SU/C contributor will outline the innovative ways members of marginalised communities have been working in partnership with academics to develop more creative and radical ways of producing knowledge and inspiring learning within an international context.

Wayfaring with, rather than teaching to, the ‘lost generation’
Professor Sandra Jones, RMIT University

The challenge of teaching ‘millennium’ students, physically present but lacking mental presence, in formal teaching spaces, is subject to much discourse. But what of the millennium students, their fears and anxiety about what place learning has in the uncertainty of their life journey? Self-described as frightened and dispirited, many of our current students describe themselves as a ‘lost’ generation. The challenge for us as academics is to change our focus from teaching to adopting more the role of ‘ancient wisdom guides’ helping this lost generation ‘wayfare’ itself in the unclear future before them.

The impact of career counselling on graduate employment
Abdulridha Dismal, Bahrain Polytechnic

This poster focuses on the impact of career counselling on preparing graduates for the labour market. Graduates in the Kingdom of Bahrain join a highly competitive labour market where they face many challenges to employment or starting a business. Therefore, graduates are exposed to a number of activities including career counselling to make sure that they are on the right track. The result of these activities has shown improved employment rates across all programmes offered at Bahrain Polytechnic. BP graduates now are the first choice among graduates of other HE institutions in Bahrain.

Interprofessional learning
Dr Annwyne Houldsworth, Houldsworth Educational Consultancy Limited

The delivery of effective, high-quality patient care is a highly complex activity, demanding healthcare professionals to collaborate in an effective manner. New learning paradigms for healthcare professionals explore new ways to combine expertise, delivering IPL programmes. Intervening early in the health professional’s career with collaborative activities with IPL is now considered important in healthcare training. Development of multidisciplinary student-centred ideas results in enhanced patient-centred care. Conscious competence in understanding human factors and the benefits of IPL is required to recognise the educational needs. Diverse theories are applied to IPL of observation of practice, confirmed by practice.

Students’ and staff use of self-reflective cover sheets
Dr Shane Lindsay and Dr Stuart McGugan, University of Hull

This poster will report on a study which explored the value of asking students to complete self-reflective cover sheets as part of a coursework submission in Psychology. The objective of the intervention was to
help focus student attention on their feedback, reflect on the strengths and weaknesses of their work, and to promote a dialogue between student and marker, by allowing students to direct markers as to what feedback would benefit them most. We ask whether this objective was achieved by analysing students’ use and views of the self-reflective coversheet along with markers’ views of the process. Lessons for future practice will be highlighted.

The importance of narrative in flipping the classroom: Helping Physiotherapy students make sense of what they’re learning

Glykeria Skamagki and Lesley McBride, Coventry University

The Flipped Classroom (FC) method has been modelled on an active learning approach that encourages deep learning with well-documented advances in student learning outcomes. An adapted FC approach was developed and implemented for a core module on the BSc (Hons) Physiotherapy degree at Coventry University. This was done to actively engage a large cohort providing an integrated and holistic approach to the teaching and learning of theory and practice relating to physiotherapy and to further develop students’ skills. The purpose of this session is to explain and demonstrate the impact of a “narrative” in the flipped classroom approach to teaching.

Seeing and naming patterns

Nymeth Ali and Dr Tony Madgwick, Imperial College NHS Foundation Trust

The study proposes to compare traditional learning methods in Cellular Pathology with an interactive blended online learning methodology through the use of virtual microscopy in comparison with glass-slide/textbook approaches. Additional questions have been considered in the realms of cognitive psychology.

The intervention study lasted for 17 weeks: 5 tutorial sessions and 3 assessments using the online software (weeks 6, 10 and 17). From 28 students in two groups, 27 completed Quiz 1.

Students completed a feedback questionnaire and a selection of students completed semi-structured interviews. Student outcomes were similar when using different learning tools, our results show that student engagement and matching the style of learning with resources available provides a more positive student experience.
HSC4.1a: Learning in a community of practice: Where is the tutor?
Paul Orsmond, Dr Helen McMillan, Dr Remingo Zvauya, Dr Shilpa Purandare and Dr Richard Singleton, Birmingham University
*Oral presentation, Room 220*

Learning in HE is often considered as acquisition of knowledge. We consider universities as landscapes of communities of practice, and explore participatory learning and the resulting professional identity development. In so doing we reconfigure the role of academic teachers from providers of knowledge, to full participants enculturing students into a community of practice. Understanding community learning has an added incentive. The UK National Student Survey makes reference to a learning community. This paper has relevance for delegates interested in discussing learning and community across HE.

HSC4.1b: DMU Global International Strategy: Empowering students to broaden their horizons and become co-creators of their own learning
Lazar Karagic and James Dooher, De Montfort University
*Oral presentation, Room 220*

This session aims to share our experience of developing a hugely successful international student mobility programme. De Montfort University, Leicester has invested to facilitate opportunities that allow students to contextualise their chosen subject areas in a global arena. The programme has facilitated more than 6,800 students in 60 countries. This session outlines the journey that has empowered students to become co-creators of their own learning, including the challenges and benefits to individual health within the host communities. Developing a global understanding of different cultures, inequality, poverty, and potential solutions is every students’ business.

HSC4.1c: The importance of feedback in course redesign: Lessons from an undergraduate Nursing course
Professor Marc Gladman, Adelaide Medical School, Faculty of Health & Medical Sciences, University of Adelaide
*Oral presentation, Room 220*

This session aims to stimulate a discussion about the key success factors in a radical course redesign. It will describe how in response to poor course feedback a long-standing traditionally taught course was redesigned by drawing on theories of situated cognition to emphasise clinical relevance, adopting thematic organisation of content delivery to maximise constructional alignment and introducing a flipped classroom to allow more time in class for scaffolding. This resulted in an increase in satisfaction from 44% to 100% and a quadrupling of high distinctions in the end of course assessment.
HSC4.2a: Building consensus: An alternative model of curriculum development

Professor Christine Brown Wilson, Queen's University Belfast and Dr Christine Slade, University of Queensland

Oral presentation, Room 227

The important task of curriculum development remains an internal process within HEIs. The growing focus on employability for graduates questions this purely internal focus and considers the impact of the wider socio-political context of professional health and social care practice on curricula. Embracing this wider consensus approach to curriculum development is achieved through engaging with multiple stakeholders, both internal and external to the university. This presentation will explain these engagement processes in more detail and provide a critical reflection on using a consensus model of curriculum development in healthcare education.

HSC4.2b: Connecting global communities of practice through social media to enhance teaching and learning

Mrs Kerry Sorby and Ms Maria Parks, York St John University

Oral presentation, Room 227

This presentation will share how an Occupational Therapy programme of study has used social media to develop a community of learners which comprises students, alumni, practitioners, educators and researchers. A range of learning opportunities has been created to enable students to practise digital citizenship in preparation for posting on social media in a professional and socially responsible manner. It has enabled a passionate academic discourse that has connected staff and students with a wider audience of key figures/authors within their professional field.

HSC4.3a: Developing the pedagogic partnership between the HEI and work-based learning mentors in Health and Social Care

Kim Irvine, Southampton Solent University

Oral presentation, Room 229

This session will outline a recently (internally) funded learning and teaching project aiming to better understand the relationship between HEI, student and work-based learning mentor. The effective role of the mentor in the student’s overall experience in developing competencies and confidence in their professional practice in their work base is crucial. This discussion will summarise a series of semi-structured interviews to better understand this relationship in order to better support and improve student achievement and experience and provide additional insight into mentor expectations. The session will outline recommendations for mentor training, best practice in communication and ongoing development needs.
HSC4.3b: The exploration of students’ learning gain following immersive simulation: The impact of feedback
Dr Dawn Morley, Southampton Solent University and Simon Bettles and Cathy Derham, University of Surrey

Oral presentation, Room 229

Simulation has become a pedagogy integral to the professional preparation of students for real-world settings. A literature review demonstrates its impact in the developed world where countries such as the UK, Australia and the USA invest time and resource in the development of sophisticated simulation suites for their students. A mixed-method study at the University of Surrey, UK analysed the sustainability of this model for pre-registration nursing preparation for practice. In particular, the study findings focus on the ability of students to transfer their learning from simulation to real-life practice.

HSC4.3c: Enhancing clinical reasoning skills in Physiotherapy through an online international discussion forum
Jackie Shanley and Dr Andrew King, Coventry University

Oral presentation, Room 229

This session presents student feedback on an online learning environment developed to enable postgraduate Physiotherapy students at Coventry University and MS Ramaiah, Bangalore to access resources, discuss clinical problems and share rehabilitation ideas. Students participated in an international video conference. The aims of the project were to enhance students’ clinical reasoning skills and to provide students with a global experience of Physiotherapy practice. Students felt that the learning experience enhanced their communication and clinical reasoning skills, enjoying the interesting international perspective on Physiotherapy.

HSC4.4a: Learning clinical special tests through gamified seminar
Karthikeyan Muthumayandi, University of Kent

Oral presentation, Room 231

The primary objective of this feasibility research is to compare the delivery of gamified seminar to that of the traditional methods in teaching clinical skills. We used free web-2 technologies in developing a gamified seminar in the virtual network. Eleven therapy students underwent learning through traditional seminar and gamified seminar in a random order. A semi-structured interview, pre and post student satisfaction level, knowledge and understanding scores were measured. Gamified seminar had better scores than traditional seminars in most variables but similar scores on the knowledge and understanding. Gamified seminar can be an adjunct to different seminar delivery methods.

HSC4.4b: Universal values? A global perspective on the importance of personal values in sustaining enthusiasm for teaching
Dr Jonathan Barnes, Canterbury Christ Church University

Oral presentation, Room 231

I will report on recent research funded by my National Teaching Fellowship award, on relationships between the personal values and creative strengths of individual teachers and their feelings of resilience and
fulfilment in teaching. Using informal and friendly discussion and a definition of values as fundamental beliefs that act as guides to action at all levels of life, I will summarise findings from a wide range of inspiring conversations with teachers working in 'values creating' schools in Asia and Africa. I believe my initial findings raise issues fundamental to curriculum, learning and teacher retention in the UK.

HSC4.5a: Challenging Perceptions: Developing radiotherapy services for the Maltese Islands through collaboration and a passion for pedagogy and patient care

Lynn Mundy, Cardiff University

Oral presentation, Room 371

Lecturers at the Department of Radiography at the University of Malta and the School of Healthcare Sciences at Cardiff University committed themselves to a long-term global collaboration with the shared aim of developing the radiotherapy services for the people of the Maltese Islands. The aim of this presentation is to share an exploration of the perceptions that were challenged and the expertise gained during this seven-year collaboration. The objectives of this session are to share the experiences of forging and maintaining a long-term global partnership; reflect upon professional perceptions; and consider the way forward.

HSC4.5b: An interactive Doctoral presentation to show why stories and storytelling are vital ‘containers’, ‘comfort blankets’, ‘signposts’ and ‘batons’ to enable deep transformative learning in student communities of practice – rather than just anecdotes and vignettes to illustrate lectures

Rosalind Weston, University of Worcester

Oral presentation, Room 371

Using a fast-paced PetchaKucha format, my aim is to present a summary of a Doctoral phenomenographic study: What are final year Midwifery students’ views and experiences of telling and listening to practice-related stories? The objectives are firstly to present the evidence which show that stories and storytelling have a vital role to play in students’ learning within communities of practice and the ‘liminal spaces’ of university and clinical placements. Secondly, using visual aids based on the findings, delegates will participate in a simple interactive storytelling activity which can be used in their own learning and teaching practice.

HSC4.5c: In the dock: How an authentic Coroner’s Court case scenario was used to create an immersive patient safety learning experience for student midwives

Karen Khan, Lindsay Hobbs and Amanda Firth, University of Bradford

Oral presentation, Room 371

This session will present an evaluation of third year student midwives’ experience of an ‘In the Dock’ workshop using observational simulation of a Coroner’s Court case. Observational simulation was used to increase the students’ understanding of patient safety and the influence of the wider safety culture within which they practice. It provided the opportunity for students to critically explore issues related to record keeping, decision making and professional responsibility and accountability. The methodology and underpinning pedagogy will be discussed, and how co-production with specialist partners from professional, legal and quality assurance enhanced the authenticity of the student learning activity.
HSC4.6a: Avoiding the language barrier: A study to explore the expectations of first year undergraduate Health Science students

Catherine Gordon, Dr Kathryn Jarvis and Cathy Fletcher, University of Liverpool

Oral presentation, Room 373

The aim of this session is to deliver the final part of a multistage interprofessional project designed to explore the reality of the expectations of undergraduate preregistration Radiotherapy and Nursing students. The objectives are to provide an overview of the novel method of data collection employed and the subsequent method of analysis developed; and to explore the findings and compare them to those found by previous, more traditional methods.

HSC4.6b: Development of career-ready undergraduates in Medical Sciences

Dr Tania Crotti and Dr Elizabeth Beckett, University of Adelaide

Oral presentation, Room 373

Third year undergraduate students enrolled in a research-intensive pathology-based course, Investigative Cell Biology (ICB), in the Bachelor of Sciences or Health and Medical Sciences were surveyed. The survey aimed to evaluate student perceptions around skills sets relevant to career readiness prior to and on completion of the course. At completion of the course students reported an increased ability to undertake literature and laboratory-based research, source peer-reviewed information and information on techniques as well as design a research study. There was a striking increase in their perceived ability to use statistical programmes and analyse data as well communicate their findings. Overall students’ perceived abilities in these areas increased on completion of ICB.

HSC4.6c: Growing and learning together: European perspectives in developing communities of learning and HE pedagogy for apprenticeships: From curriculum inception to delivery and review

Dr Sue Elmer, Syra Shakir and Mary Shannon, Leeds Trinity University

Oral presentation, Room 373

The authors argue that Higher Level Apprenticeships (HLA) require an innovative style of HE pedagogy which reflects the sector-specific nature of their learning needs and actively engages both apprentices and their employers in developing and delivering the curriculum. An apprentice is currently employed in the field and is also a learner attending university and experiencing student life. HLAs in Health and Social Care closely align HE academic learning and theory with professional practice; primarily led by employers. A forum model of consultation is used, shared expertise is recognised and end-point assessments reflect real learning outcomes.
HSC4.7a: Developing health-enhancing physical activity modules for higher education

Dr Gemma van Vuuren Cassar, Canterbury Christ Church University

Oral presentation, Room 375

The focus of this three-year study was to develop, validate and pilot five modules (levels 4-7). The needs analysis phase included responses from 660 students in HE from seven European countries; 14 interviewees and a focus group with experts. The design of the modules attempted to test cutting-edge interdisciplinary (Lyall, Meagher, Bandola and Kettle, 2015) and case study (Herreid, 2011) approaches to bridge the gap between research, theory and practice. Students preferred interdisciplinary and case study approaches for module content and assessment; and teaching through group and class-based sessions and simulations, internships and work-based learning.

HSC4.7b: Preparing generalists to complement specialists in the professions: Using an integrated curriculum in Psychology

Dr Barbara Kennedy, Massey University

Oral presentation, Room 375

Across diverse fields, there is increasing recognition that alongside specialists, we need generalists. An innovative generalist programme based in an integrative curriculum, now having graduated nine cohorts of intern psychologists offers promise for wider application. While many programmes are focused on specialty area specifics as the lens of practice learning, this programme teaches through the lens of core competencies for psychologists as expressed in different contexts. Observation and feedback regarding graduates indicates efficacy and adaptability, with high capacity for moving into new roles and delivering varied services through understanding developed of principles and overviews in the field via integrative perspectives.

HSC4.7c: A Busman's Holiday: Having your cake and eating it! Making the curriculum real

Ann-Marie Dodson, Birmingham City University

Oral presentation, Room 375

The aim of this session is to share my experiences of travel, working with expeditions and delivering healthcare and how this can be integrated into the nursing community. The session will provide an opportunity to exchange ideas and start up networks with other teachers trying to address the theme of learning from global communities.
The first evening of the conference will host a networking BBQ and drinks reception for all delegates to meet and discuss the day’s events. This is an informal event for you to maintain relationships with your current networks, establish links to new ones and enjoy some food and drink in an informal setting.