Video feedback in simulation: We're doing it wrong  
Adam Bonfield (University of Leicester)  
It had previously been thought that "video debriefing" was the 'gold standard' of debriefing feedback in simulation, as it enabled events to be shown exactly as they occurred. However, recent studies have demonstrated a mixed picture of whether video feedback in the debrief session is beneficial as it may distract from the learning objectives, result in less time for verbal feedback and can provoke high levels of anxiety. We set out to trial a new method of using video in clinical simulation, offering trainees the opportunity to review footage in their own time to aid in reflecting on their performance.

Disrupting the neglect of ‘non-clinical’ staff  
Carrie Hamilton (SimComm Academy)  
Over 500,000 of 1.2 million NHS staff, work in the vital range of fields that support clinical care. This group receive 0.01% of the NHS training budget, yet they have a significant interface with patients, the public and colleagues (HSJ Guide, 2016). Nationally, there is a paucity of relevant training for this staff group, beyond basic induction programmes and ad hoc on-the-job training. The creation of a replicable training programme around customer care and behaviours with a focus on communication by email, letter and telephone has led to a positive workplace with a set of gold standards written by the staff.

Immersive simulated practice: What is the learning gain for students?  
Cathrine Derham (University of Surrey)  
Immersive simulation is a developing area of pedagogy which enables individuals to safely practice skills and develop knowledge in a monitored learning environment that closely replicates real-life practice. An under-developed aspect of this pedagogic approach is understanding how students use the insights and knowledge gained during the simulation to feed forward into their own professional practice. The transfer of knowledge and learning from the academic to the practice setting is vital in order to achieve learning gain. Research findings identify challenges associated with the transfer of knowledge and learning into the workplace and a range of strategies to address these.

Supporting those that support others: The success of a regional clinical support and supervision program  
Denielle Beardmore (Ballarat Health Services)  
The outcomes of this project have indicated that clinical staff have a need for a level of education in regard to their role as clinical support and supervisors. Many come to the role having years of clinical and supervisory experience but little formal preparation or education in the role. The investment in staff capability cannot be underestimated and no doubt contributes to an organisation being able to increase its capacity to support more healthcare learners. The future of our workforce depends upon the development of confident and competent practitioners with a healthy self-concept and a commitment to patient-centred care and self-directed learning.

University practice learning advisor: The role that links the university with practice and supports both students and mentors  
Eleanor Jack (Bournemouth University)  
Practice placement provision for healthcare students is key to any healthcare programme. However, assuring the quality of placements whilst maintaining capacity can be a challenge for higher education providers. Bournemouth University have taken the innovative step to create a team of healthcare professionals with an education background dedicated to support practice placements. The University Practice Learning Adviser works collaboratively with practice to facilitate this process. As a result communication has improved, mentors feel supported and new innovative projects have been developed.
Community simulation for undergraduate Nursing students
Shirley Willis (Cardiff University)
High fidelity simulated learning is well established within pre-registration nursing curricula. Currently, this learning approach focuses on nursing within clinical skills suites which simulate the ward environment. Learning within the simulation environment not only allows students the opportunity to practice and develop their clinical skills, but it also provides an environment which allows them to “make mistakes”. There are limited examples of this approach in preparing students for community placements. The result is that students are unprepared for the challenges of delivering care in the home and struggle with fundamental issues such as how to act when visiting a patient in their own home. The development of simulated community clinical scenarios was as a result of a desire to address some of these issues.

The use of Bourdieu's three thinking tools to develop a multi-dimensional model to appraise the Health Education England 'Back to Nursing' campaign
Imelda Hatton-Yeo (University of Central Lancashire)
Curriculum changes and increasing professionalisation have been a feature of nurse education for many years. Using Bourdieu's concepts of habitus, field and capital, this poster will provide an overview of how these changes have impacted on one aspect of nurse education. The poster will describe the higher education return to practice programme as an example of a field of a small community of individuals and professionals. In particular it will use Bourdieu’s thinking tools (Murphy, 2013; Grenfell, 2008) to reflect on and analyse the political, cultural and individual aspects emerging from the empirical data collected.

Innovating the West Middlesex University Hospital trainee journal club
James Ashcroft (Imperial College London/West Middlesex University Hospital, Chelsea and

Westminster Hospital NHS Foundation Trust, Isleworth)
Healthcare is an evolving field requiring trustworthy evidence-based decisions. There is an increased personal and professional pressure in healthcare to publish high impact research which may or may not be valid. The West Middlesex University Hospital Trainee Journal Club has made significant steps forward to move from the traditional journal club, where trainees were small voices in a room of senior healthcare professionals, to creating leading positions for healthcare trainees. Read more about our ‘Journal Club Takeaways’ and interactive virtual journal club.

Nursing is not the only route: A small-scale qualitative study exploring the alternative offer
Jane Hadley (University College Birmingham)
This poster examines how the theories of self-efficacy and resilience can firstly support students from a widening participation background to make the decision to undertake an alternative degree after being unsuccessful in gaining a place on their first choice of course. Secondly, it will examine how those skills derived from the theories, continue to support the students through their studies and help them make plans for their future.

Academic skills development: The development and use of a tool to aid the co-production of meaningful academic action plans by undergraduate nurses and their academic advisors
Jon Painter (Sheffield Hallam University)
Sheffield Hallam University's Nursing Department has been seeking to increase students' independence and commitment to lifelong learning. A self-assessment tool was generated to assist students synthesise their individual assignment feedback, thereby identifying their year-end performance across six academic writing skills domains. Results are fed back graphically to help students develop an action plan to target their most significant development priorities. The tool also tracks and plots progress over time through periodic re-assessment. Using, and building on prior
experiences improves motivation, self-esteem and self-confidence, helping with our aspiration to produce ‘world-ready’ graduates with the skills and attributes required by today’s NHS.

**Coping or not coping: An exploratory study into the lived experiences of Midwifery students being resilient whilst studying on a professional health programme**

Kay Lake (Canterbury Christ Church University)

Whilst retention is monitored by higher education institutions there is limited information on the experiences that lead to both attrition and retention (Health Education England, 2014). Therefore, this exploratory study, underpinned by Heideggerian phenomenology, explored midwifery students’ experiences of being resilient. Data were collected from two focus groups and analysed using thematic analysis. This revealed a significant number of emerging themes, which were gradually reduced and combined until a final list of three conceptual themes remained. These provide insights into designing programmes which are cognisant of educating the whole person, enabling students to develop skills to cope with the pressures they face.
Using low fidelity simulation to develop practical skills that are required by a foundation year doctor, in final year medical students
Namita Panicker (West Middlesex University Hospital, Chelsea and Westminster NHS Trust)
We developed a teaching session for final year medical students that would simulate the various jobs and responsibilities that a Foundation year 1 doctor on call may face on any given day in clinical practice. This is a simulation session which gives the students a chance to experience what they might be doing in a few months’ time and allows them to reflect on how they can develop the skills that would help deal with different situations (clinical and social) that can be faced by a Foundation year 1 doctor on call.

Application of student-centred learning and constructive alignment to the development and deployment of a master's level online module.
Alex Palombi (University of the West of England)
Student-centred learning and constructive alignment are two concepts which promote student competency development through an active learning experience. This is particularly applicable at Master’s level courses in Allied Health Professions as the therapist needs to develop expertise in their own skill area and service area. The Rehabilitation Module is core to an online MSc for various Allied Health Professions. The module development aimed to engage students in a way that they felt part of a cohort even though they were working online, but also facilitate the development of individual skills which the students could tailor to themselves.

Video/audio in-the-moment feedback for online counselling students’ role play
Danielle Mills (University of Derby Online)
While our learning contents have become more multimodal, assessments are predominantly in a written format. Counselling is an area where the affective and psychomotor domains of learning are crucial in order for its learning to achieve a high level of authenticity. We have tested various methods to enhance the quality of assessment and feedback, leading to the current format: the video/audio in-the-moment feedback. This format of feedback gives students clarity, a sense of personal touch and increases social presence, gaining more depth in the feedback.

Engaging students in the classroom and online
Diane Lyttle (Ulster University)
This oral presentation outlines the use of a digital app to support learning and teaching in both classroom and online environments. The app was piloted across both pre- and post-registration nursing courses with different sized cohorts. From the teacher’s perspective the app has enabled the development of more creative lessons and has provided opportunities for increased participation from students. Feedback from students has been positive and encouraging and supports further application of this approach.

Tackling the workforce gap: A novel approach for educating children's nurses
Diane Daune (University of Central Lancashire)
The number of children’s nurses in England does not meet the current workforce needs, straining service provision (Royal College of Pediatrics and Child Health 2017). However, options to tackle this shortage exist. In two sites in the North West of England, accelerated programmes have targeted existing workforce to develop children's nurses able to swiftly fill vacancies.

Undergraduate nursing students participating in admissions interviews: An innovation? An exploratory study
Eileen Cowey (University of Glasgow)
In our university, Pre-registration Nursing students sit as panel members in undergraduate nursing admission interviews.
The literature suggests this practice is not widespread in UK universities or internationally. We aim to evaluate the involvement of current students in admission interviews from student, graduate and NHS staff perspectives. We report findings from a survey of all Year 1 Nursing undergraduates who recently attended an admission interview at our university. A majority reported having a student present at interviews was helpful, particularly in alleviating nervousness. This finding may be useful for undergraduate recruitment and selection in other healthcare programmes in the future.

Research presentation
Jihyun Oh (Daejeon University)

The purpose of this study was to explore the levels of empathy, interpersonal relationship ability, and importance of nurses’ qualities in Nursing students in Korea and identify influential factors on the importance of those qualities.

Developing expertise in musculoskeletal Physiotherapy practice; Perceptions of novice physiotherapists
Kate Dolan (Coventry University)

The focus of this study was to explore how the novice musculoskeletal practitioner perceives the development of musculoskeletal expertise. Nine novice physiotherapists with a maximum of 12 months post physiotherapy qualification participated in a focus group. Three key themes were identified; practice, theoretical knowledge, and evidence. Practice was seen as more important than other factors. Modelling was felt to be an important enabler. A theoretical model for development towards expertise is proposed. The emphasis that is placed on modelling appears to suggest that experiential learning is more important than theoretical learning in the early development of musculoskeletal expertise.

The cry of mothers of children living with albinism in Malawi
Naomi Likumbo (University of Cape Town)

Recently people with albinism have been killed, abducted, sold and stigmatised by their relatives and society because they believe that people with albinism are a source of wealth. Limited research has been done on albinism but not on the experiences of the mothers. Being a nurse, a researcher and educator I am investigating experiences of mothers of children living with albinism as a topic for my Master’s dissertation. Findings may help to educate society and create a safe environment for people with albinism.

Introduction to ENT course: Does it prepare doctors for hospital at night cross-cover?
Natasha Keates (NHS - Derriford Hospital)

We currently work in a time of extensive rota gaps, and increasingly creative Senior House Officer (SHO) cross-cover rotas (orthopaedics and ENT, General Surgery and ENT for example). 56% of units utilise this structure. 29% of SHOs report no experience, or confidence. 46% of doctors felt unable to manage common ENT emergencies. This review of a well-established Local Induction to ENT course looks to see if we are adequately meeting the requirement for preparing doctors for their new and varied roles in hospitals at night.

Exploring the role of a nurse educator as a facilitator of work-based learning within a New Zealand context
Louise Carrucan-Wood (The University of Auckland, New Zealand)

This poster outlines a research project that explored how nurse educators in a New Zealand clinical setting contribute to the development of critical thinking and reflection skills in nurses, through the facilitation of work-based learning. Data was generated by three focus groups and analysed following the procedural steps of Braun and Clarke (2006). Results showed that nurse educators support nurses to reflect and critically think by simplifying situations in the moment, however time constraints and their inability to be everywhere makes this difficult in reality. Nurse Educators identify that they need to enhance the ability of individuals to problem solve in the moment and facilitate peer-to-peer support.
Interprofessional Experience (IPEx): Development of shared learning
Sally Sturge (University of Wolverhampton)
Following on from the introduction of an Interprofessional Experience Strategy 2016-2020 (IPEx): Pushing the Boundaries of Interprofessional Education, further development of shared learning has occurred between undergraduate students representing Nursing and Pharmacy fields. This focuses on legal and ethical frameworks relating to healthcare professionals, recognising the similarities and the need for high quality interprofessional working for the joint goal of safe and efficient patient care. Additionally, the students explore cases of poor practice highlighting how better interprofessional working could have prevented these, and future cases, from occurring. The sessions are designed to be thought-provoking and encourage students to develop the skills needed to interact with those from other disciplines.

Does participating in a preceptorship programme impact on transition experiences of new graduate nurses?
Shirley Johnston (Northern Health and Social Care Trust)
Transition following registration can be challenging. Effective preceptorship has the potential to reduce stress, improve retention, and improve quality of patient care. This MSC study identified important factors. These included, improved organisational socialisation support mechanisms, recognition of employers and academic institutions of transitional issues and patient safety. This study highlighted the transitional challenges faced by new graduate nurses despite completing a preceptorship programme and provided recommendations how transition might be better supported in the future.

Transnational cooperation to innovate in simulation education
Susan Ward (Cardiff University)
Enhancing the range of simulation scenarios to capture the realities and diversities of practice can be challenging. To help address this, funding from The Erasmus Strategic Partnerships for Higher Education programme has allowed ten European universities to work together to design simulation resources for adult Nursing students. We pooled intelligence gathered and set our focus on community-based simulation. Using a SWOT analysis framework (strengths, weaknesses, opportunities and threats) we will present how we have developed into an effective working team, benefitting from the range of perspectives offered by transnational cooperation.

Effect of reciprocal peer tutoring on knowledge, attitudes and peer teaching experience in undergraduate Nursing students
Swapnali Gazula (Federation University Australia)
This quantitative research involved a pre-test post-test design using reciprocal peer tutoring (RPT) as a teaching-learning strategy for undergraduate Nursing students. It aimed to evaluate the effect of RPT on the participants' knowledge levels, self-reported attitudes and experience with peer teaching. The data was analysed using descriptive and inferential statistics using SPSS software package. Results indicate interesting findings, which will be presented during the conference.

The educational requirements necessary for clinicians to share diagnostic imaging with patients
William Cox (University of Portsmouth)
Technology is providing novel avenues for patients to access their own radiological images. Additionally, there is an increasing focus on patient engagement and involvement in their own healthcare. Given these factors, this session considers the benefits and risks of clinicians sharing patients’ images with them. Specifically, it will discuss what training clinicians might need to enable them to safely and effectively engage in such practices.
Widening access to higher education: Recognition of prior learning - a case study
Allison Wiseman (University of Surrey)
Assessment of recognition of prior learning (RPL) has received increased emphasis within higher education (HE) following the updated Quality Assurance Agency for HE (QAA, 2014) guidance. Arguably this guidance has emphasised the need for clear audit trails, processes with distinct links to assessment regulations, and widening access to HE. This brings its own unique set of challenges due to the diversity of students and the programmes they wish to access. Cohesive partnership working between faculties, schools and other institutions is requisite to success. The University of Surrey's journey from revised QAA guidance to revised code of practice for the assessment of RPL will be presented in this session.

Kicking hornets' nests: An occupational hazard?
Angela Stewart (Waikato Institute of Technology)
This session offers a reflection on the process for achieving credible publications on behalf of an influential organisation. The process needs to include authentic consultation with members, including student members and be kept current with a timely review cycle. Achieving publications that honour the organisation's mission statement and accurately represent the members requires a collaborative process that models the critical thinking the profession values.

Second level digital inequalities in undergraduate student nurses
Isobel Ryder (University of Portsmouth)
There is an assumption that students in HE are digitally native, though certain groups of students may be being disadvantaged - particularly in programmes heavily reliant on ICT. Increasingly, students are expected to be digitally capable. The nursing workforce of the future also needs to be digitally literate in order to make use of increasingly digitalised healthcare systems. Whilst first level inequalities relating to issues of access have dissipated, second level inequalities relating to capabilities endure. It is relevant to explore the role of sociodemographic characteristics on internet capabilities to mitigate the risk of disrupting aims to widen participation in the Nursing curriculum.

Tools of the trade: Quality assurance of professional standards in an undergraduate nurse curriculum using the Burgess audit and Anderson compliance tools
Deborah Mayne-Semple (Edge Hill University)
The Nursing and Midwifery Council are reviewing standards of education and training for nurses and midwives to ensure that newly qualified registrants are equipped with the knowledge, skills and proficiency required to reflect the challenging practice of health and social care. This study audited the taught components of safeguarding and child protection across a BSc Nursing (Child) programme. We explored the potential of the Burgess Audit Tool (2011) and Anderson ABC Compliance Tool (2004) to quality assure curriculum content and inform future curriculum design. The programme's module content was aligned to the RCPCH (2014) safeguarding competencies by topic and level. The audit enabled an objective and critical review, capturing the educational quality of the programme's safeguarding content across its three-year duration.

Using poetry to help students reflect on an older adult experience
Jane Joy (University of Glasgow)
In helping the first year student nurse reflect on an older adult experience, poetry was used which allowed the student to be creative and put into words experiences that were difficult to express.
An exploration of the extent to which research-informed teaching is embedded in healthcare curricula
Jo Cahill (University of Hertfordshire)
The strategic focus of research underpinning quality teaching and learning in all disciplines is central to most university’s strategic plans. The reciprocal relationship between research and teaching is seen as critically important to the achievement of a research-informed educational experience. Indeed the importance of engaging students progressively in research-informed teaching initiatives at a curriculum level should not be underestimated. This research sought to examine the extent to which the principles of good practice in research-informed teaching have been adopted in the reality of practice. The aim of this study was to examine the extent to which curricula focus on this teaching-research nexus proposed by Healy and Jenkins (2009).

Gatekeeping in practice education: Physiotherapy as an example
Joanne Etherton (University of Essex)
This poster presents findings from semi-structured interviews with Physiotherapy practice educators about the choices they make which determines what activities their students do and do not engage in during placements.

STEP: Strengthening Team-based Education in Practice
Kathy Wilson (Middlesex University)
This poster outlines a collaborative project funded by Health Education England (HEE). The objectives of the project were to explore student and staff perceptions/experiences (Nursing and Midwifery) in order to develop, pilot and evaluate a range of approaches to enhancing learning in practice; create a range of resources/toolkits to reflect best practice and support all learners in the environment and develop placement opportunities across the sector (general practices, nursing homes and other independent and voluntary sector areas).

Transition to a specialist role: A constructivist grounded theory
Lorraine Henshaw (University of Derby)
Utilising a constructivist grounded theory methodology, this study explores transition from qualified nurse and midwife to the Specialist Community Public Health Nurse (Health Visitor) role. It provides in-depth knowledge and understanding of the experiences of those becoming Health Visitors. This study resulted in the development of a substantive theory of transition to this specialist role and an accompanying illustrative conceptual model. The in-depth understanding of this transition will help inform future students, work force development, employers and education providers and enable effective support, through the development of evidenced-based transition programmes and tools.

The importance of a ‘nurse identity’ amongst nurse educators: Early findings from a Delphi study
Lorraine Henshaw (University of Derby)
This research explores the significance of a nurse identity in a nurse educator role. Utilising a Delphi technique, the study explores the perceptions and experiences of nurse educators and their feelings surrounding their identity as a nurse. It explores the changes to identity over time and how this has been experienced.

Community engagement
Nora Cooper (Middlesex University)
This poster presentation will showcase the initial findings from a pilot project with 60 child branch Nursing students who undertook 75 hours of practice within an area they chose outside of the usual placements. Students had the autonomy to choose their placements. This poster highlights the variety of areas students got to work in and presents initial findings of the students’ learning.
Learning together: Promoting practice-based learning in care homes
Pam Smith (Middlesex University)
Working collaboratively with Health Education England (HEE), local Community Education Network Providers and the Local Workforce Action Board, a team from Middlesex University were facilitated to develop learning opportunities and support workforce initiatives in care homes. Using an action research methodology it was important to develop a shared understanding of the speciality, including the wealth of knowledge and technical ability of the staff teams, and existing learning opportunities. Relationship building was key, ahead of supporting staff development, as well as introducing pre-registration and trainee nursing associates who have reported exceptionally positive learning experiences all of which will be reflected in this poster.

HEALINT project: Developing a pan-European tool to assess placement quality, enhance the learning experience and promote student nurses’ mobility
Sheila Cunningham (Middlesex University)
This European Union (EU) funded project aims to evaluate current audit approaches for placement learning and develop universal standards with an accompanying audit tool and benchmark. We will pilot the audit tool in practice, peer review and release the benchmark system for use across the EU. It involves seven partners across five countries (UK, Spain, Finland, Malta and Poland) representing a range of nursing and healthcare education, and nursing practice. It is hoped the project will promote international, transcultural nursing education with an aim to improve mobility and innovation and have an internationally recognised audit protocol for European nursing practice.

Evaluating perspectives of Interprofessional Education and Healthcare Assistant initiatives for Medical Students
Sophie Monkman (The University of Manchester)
This project aimed to evaluate the impact that Interprofessional Education (IPE) and Healthcare Assistant (HCA) experience may have on learning and confidence as a medical student; and achieve in students a holistic view of patient care. Healthcare professionals never work in isolation; so why train in isolation? In the current healthcare global climate, it is no longer sufficient to be just ‘professional’; there is an increasing need to be ‘inter-professional’ (WHO, 2010). Evidence suggests medical students graduating from traditional programmes lack this inter-professional expertise, have unclear role definitions and struggle to competently integrate as a multidisciplinary team, unfortunately resulting in suboptimal patient care (Nelofar, Shahnaz and Gomathi, 2016).
High Fidelity Silicone Patient Simulation [HFSPS] (Mask EDTMKRS): Confidence competence and decision making in first year student nurses
Allison Wiseman (School of Health Sciences, University of Surrey)
This paper presents a pilot study evaluating a novel simulation technique, Mask-EdTM, whereby the educator uses High Fidelity Silicone Patient simulation to facilitate an immersive and interactive educational simulation experience for students. The educator is hidden from the students by the mask, assuming a character with a full biography, which is shared with students pre-simulation. The study explored how interactions with the character influenced students’ confidence, competence and decision making.

The lived experience of nurse mentors working with student nurses in an acute hospital environment
Angela King (NHS Lanarkshire)
Mentorship has relevance in all fields of professional healthcare education, both nationally and internationally. The experiences of staff responsible for delivering this role needs to be heard. The study being presented represents nurse mentors working in acute hospitals within an NHS Board in central Scotland and offers a vulnerable and fragile perspective on a role that is crucial to education in clinical practice both now and in the future.

Meeting spaces: Supporting conversations about suicide in undergraduate nurse education
Annessa Rebair (Northumbria University)
Suicide remains a challenging subject to talk about and research shows that nurses do not feel equipped to enter into conversations about suicide, equally, those who are suicidal report experiences ranging from positive intervention to meaningless contact and stigma. The Code of Conduct for nursing and midwifery states professional standards that nurses must uphold, therefore, in relation to suicide there is an implicit assumption that nurses can prioritise, protect, preserve and promote trust when identifying suicidal distress and engage in a conversation about it. However, findings from Doctoral research highlight the occurrence of a pivotal encounter whereby parties co-create distorting or illuminating spaces.

Students of Medicine and their attitudes towards Maths: SMART-Maths study
Audrey Skidmore (Keele University)
We have designed and implemented an interactive clinical numeracy workshop for 130 undergraduate medical students to provide them with individual feedback based on their own answers to numeracy questions. This allowed us to identify students in need of enhanced numeracy support. We will also investigate students’ attitudes towards mathematics and whether this changed following the workshop, using both questionnaires and semi-structured interviews. Similar numeracy workshops could be used in a wide range of healthcare undergraduate courses and for large numbers of students. It is hoped supportive numeracy teaching and learning approaches will enhance healthcare students’ numeracy skills and help them become safe practitioners.

Developing leadership qualities in a pre-registration nursing population: A novel approach
Ginny Henderson (University of Dundee, School of Nursing & Health Sciences)
A decreasing workforce and a population with increased complex, long term co-morbidities places additional stressors on an already stretched nursing workforce whose role is to ensure care is delivered safely and effectively. Combatting these stressors is an important factor in protecting the safety and quality of care of patients. Enhancing wellbeing in nurses and ensuring capacity for effective care can be
made possible through successful leadership. Building capacity to achieve this is an essential component of nursing education, and can be achieved by embedding leadership education into pre-registration teaching. Employing an active learning strategy supported a collaborative programme between the University of Dundee, School of Nursing & Health Sciences and the 225 (Scottish) Medical Regiment that enabled first year Nursing students to undertake challenging activities that engendered leadership, teamwork and problem-solving skills.

Senior Leadership in Nursing: Learning about teaching, promoting collegiality
Kay Lawrence (University of South Carolina Aiken)
Nurse educators in the US face shrinking resources for clinical education. This is acutely noted in senior courses where preceptors to facilitate leadership experiences are scarce. A qualitative study was undertaken pairing senior students as peer mentors for junior students in the High Fidelity Simulation Lab, investigating if this mentoring would evidence leadership behaviors in seniors. Results of focus groups, structured interviews and leadership faculty observations revealed seniors experienced increasing confidence, recognition of knowledge gained and evidence of empathy towards the juniors. Junior students reported increased comfort with mentors present. Positive attitudes towards collegiality and shared learning among students were noted.

Educational enhancements
Kirsi Talman (University of Turku)
In recent literature, several on-site selection methods have been reported in undergraduate nursing education. These methods include the use of interviews, emotional intelligence tests and Multiple Mini-Interviews. However, there continues to be lack of evidence-base regarding currently used on-site selection methods in Nursing. Therefore, a new on-site selection method for nursing education was developed in Finland as part of the Reforming Student Selection in Nursing Education project. In 2015-16, the structure and content of the new selection method was identified utilising a synthesis of scoping reviews and focus group interview data. The selection method was developed as an online tool, and adopted as the on-site student selection method in four Universities of Applied Sciences (UAS) in Finland. The aim of this poster is to describe the assessment of the content and technical aspects of the online selection method evaluated by nursing applicants.

An integrated practice framework: Implications for clinical practice and educational development
Petra Klompenhouwer (Sheffield Hallam University)
This session will introduce an integrated practice framework that has been used to deliver post-registration education in a range of evolving integrated care settings. The session will consider underpinning pedagogy and curriculum design to meet the needs of health and social care professionals to support advancement of skills and knowledge in integrated practice and the subsequent potential for educational curriculum development.

Teaching at the bedside: A patient orientated learning curve
Shayma Witwit (Royal Derby Hospital NHS Trust)
Bedside teaching offers an effective way to facilitate workplace-based learning. Newly qualified healthcare professionals learn empathy, communication skills and professionalism by observation and role modelling often at the bedside. Patients can be a valuable source of feedback in the process. Structured one-to-one interviews have been carried out to explore the perceptions of surgical ward inpatients on bedside teaching, when they have encountered it and to what extent they feel it reflects on the quality of care they receive.
The core anatomy syllabus for undergraduate nurses: A Delphi study to create a foundation for clinical practice
Siobhan Connolly (University of Edinburgh)
The Anatomical Society has developed a series of learning outcomes in consultation with nursing educators delivering anatomical content to undergraduate (preregistration) nursing students. A Delphi panel methodology was adopted to select experts within the field that would recommend core anatomical content in undergraduate nursing programmes throughout the UK. The output from this study was 64 nursing specific learning outcomes in anatomy applicable to all undergraduate (preregistration) programmes in the UK. The new core anatomy syllabus for Undergraduate Nursing offers a basic anatomical framework upon which nurse educators, clinical mentors and nursing students can underpin their clinical practice and knowledge. The learning outcomes presented may be used to develop anatomy teaching within an integrated nursing curriculum.

Successful international collaboration between Cardiff University and Oman Specialised Nursing Institute
Susan Ward (Cardiff University)
Cardiff University, School of Healthcare Sciences has celebrated ten years of international collaboration with the Oman Specialised Nursing Institute, to deliver degree top up to registered Omani nurses. The collaboration where staff from Cardiff delivered the programme in Oman has brought with it some challenges but many highlights. The ultimate achievement has been successful graduation from Cardiff University of 800 nurses. These graduates have enhanced the professionalism of nursing in Oman. We will identify our challenges and highlights and share our lessons learnt for the benefit of further international cooperation between universities across the globe.

The use of the Objective Structured Clinical Examination (OSCE) method to assess clinical competence
Tina Moore (Middlesex University)
Assessment should address the level of performance indicating competence and suggesting at what level individuals should be judged as incompetent. The OSCE method of assessment has also been designed to facilitate the move away from the appraisal of surface learning, which centres upon lower order skills, such as the retention of knowledge and understanding of content (rote learning) and develop higher order skills, for example analysis, synthesis and evaluation. The purpose of this study was to explore the experiences of students on the postgraduate diploma in Nursing programme (year 2) of the OSCE assessment process.

A novel approach to practice placement debrief: Supporting student nurses' post-placement reflections using Lego® Serious Play®
Valerie Denieul (University of Central Lancashire)
This poster describes a new approach that was used to facilitate post-clinical placement informal debrief for student nurses. Lego® Serious Play® was used to help first year Children's Nursing students reflect on their placement experiences, in a small group setting. Using carefully constructed core questions the students explored what had gone well for them in placement and the challenges they had faced, before reflecting on how they hoped to improve their practice in their next placement. This poster will briefly discuss the background to the method used and include the students' evaluation of the session.