

5 September - Day 2									
7:30-9:00	Breakfast for residential delegates								
8:15-9:30	Registration								
8:15-9:15	Editorial advisory sessions								
9:30-9:45	Welcome, Wolfson Hall								
9:45-10:45	Keynote, Professor Steve Tee, Bournemouth University <i>Educating for Connected Health: Maintaining personhood in a digital world</i>								
10:45-11:30	Refreshments, Jock Colville Hall/Main Concourse								
	Group 3A					Group 3B			
	<p>3A1: Allison Wiseman, University of Surrey: Widening access to higher education: Recognition of prior learning - a case study</p> <p>3A2: Angela Stewart, Waikato Institute of Technology: Kicking hornets' nests: An occupational hazard?</p> <p>3A3: Carole Phillips and Isobel Ryder, University of Portsmouth: Second level digital inequalities in undergraduate student nurses</p> <p>3A4: Deborah Mayne-Semple, Edge Hill University: Tools of the trade: Quality assurance of professional standards in an undergraduate nurse curriculum using the Burgess audit and Anderson compliance tools</p> <p>3A5: Jane Joy, University of Glasgow: Using poetry to help students reflect on an older adult experience</p> <p>3A6: Jo Cahill, Mary Sexton, Kate Young, Natalie Visick and Rose Parkes, University of Hertfordshire: An exploration of the extent to which research informed teaching is embedded in healthcare curricula</p> <p>3A7: Joanne Etherton, University of Essex: Gatekeeping in practice education: Physiotherapy as an example</p>					<p>3B1: Kathy Wilson and Natalie Holberry, Middlesex University: STEP: Strengthening Team-based Education in Practice</p> <p>3B2: Lorraine Henshaw, University of Derby: Transition to a specialist role: A constructivist grounded theory</p> <p>3B3: Lorraine Henshaw and Wendy Wesson, University of Derby: The importance of a 'nurse identity' amongst nurse educators: Early findings from a Delphi study</p> <p>3B4: Nora Cooper, Middlesex University: Community engagement</p> <p>3B5: Pam Smith and Kathy Wilson, Middlesex University: Learning together: Promoting practice-based learning in care homes</p> <p>3B6: Sheila Cunningham, Middlesex University: HEALINT project: Developing a pan-European tool to assess placement quality, enhance the learning experience and promote student nurses' mobility</p> <p>3B7: Sophie Monkman, University of Manchester: Evaluating perspectives of Interprofessional Education and Healthcare Assistant initiatives for Medical Students</p> <p>3B8: Isobel Ryder, University of Portsmouth: Second level digital inequalities in undergraduate student nurses</p>			
	Themed session 3								
	Bevin Room	Club Room	Cockcroft Room	Fellows' Dining Room	JCR Games Room	JCR TV Room	Seminar Room 1	Sixties Room	Tizard Room
	Strand 3A - Education in clinical practice and practice development	Strand 3B E-Learning/Blended Learning	Strand 3C - Using simulation to enhance learning	Strand 3D - Developing the future healthcare education workforce	Strand 3E - Educational enhancement	Strand 3F - Learning and teaching strategies	Strand 3G - Learning and teaching strategies	Strand 3H - Student experience and engagement	Strand 3I - Partnership working
	Convenor: Tessa Watts	Convenor: Wendy Mayne	Convenor: Michelle Ellwood	Convenor: Jackie Leigh	Convenor: Sally Bradley	Convenor: Gayatri Nambiar-Greenwood	Convenor: Celia Brigg	Convenor: Kay Currie	Convenor: Amanda Kenny
11:30-13:30	<p>3Ai: Diabetes CPD for nurses working in UK general practice</p> <p>Nicki Walsh, Bishop Grosseteste University</p> <p>3Aii: STEP: Strengthening Team-based Education in Practice</p> <p>Kathy Wilson, Middlesex University</p> <p>3Aiii: Learning and development strategies in clinical leadership programmes: What works best for whom, when and why?</p> <p>Helen Stanley, Canterbury Christ Church University and RCN</p> <p>3Aiv: Try before you buy: Implementing and sustaining a specialist rotation programme for junior nurses</p> <p>Elizabeth Allibone, Alexandra Wilson and Tania Soares, Royal Brompton and Harefield NHS Foundation Trust</p>	<p>3Bi: Use of text analytics to promote effective social learning in a global health MOOC</p> <p>Sally Parsley, Astrid Leck and Daksha Patel, London School of Hygiene & Tropical Medicine, Susan Lynch, Consultant</p> <p>3Bii: From blueprint to blended: Optimising an enhanced blended approach to learning about nurse leadership</p> <p>Melody Carter, University of Worcester</p> <p>3Biii: Technology Enhanced Learning (TEL) in an undergraduate Nursing curriculum, benefits, challenges and solutions: A mixed-methods study</p> <p>Andrew Melling, Northumbria University</p> <p>3Biv: Neonatal resuscitation: Maximizing student learning opportunities through the development of a blended learning solution</p> <p>Sharon Nurse and Matt Birch, Queens University, Belfast</p>	<p>3Ci: A conceptual framework for simulation in Healthcare education</p> <p>Irwyn Shepherd, Monash University</p> <p>3Cii: Introducing person centered simulation to undergraduate Nursing students</p> <p>Carrie Hamilton, University of Portsmouth</p> <p>3Ciii: University based simulation practice: Learning lessons from Australia (Reporting on a 2017 Florence Nightingale Foundation Scholarship)</p> <p>Gary Francis, London South Bank University</p> <p>3Civ: Development of community simulation resources for student nurses: A European project</p> <p>Susan Ward and Clare Hawker, Cardiff University</p>	<p>3Di: The impact of Nursing and Midwifery Council (NMC) revalidation on the identity of academic staff in a higher education institution in the United Kingdom, and its importance to students: A mixed-methods study</p> <p>Julie Attenborough, City, University of London</p> <p>3Dii: Narrowing the gap: considering gen-gagement - implications for the future healthcare workforce education</p> <p>Heather Ingram and Nageen Mustafa, Keele University; Kerry Jones, Nottingham Universities NHS Trust</p> <p>3Diii: The friendly, the difficult and the dishonest nurse: The factors that precede a decision to refer an early career nurse to the fitness to practise committee</p> <p>Abbie Fordham Barnes, Birmingham City University</p>	<p>3Ei: Evaluation of multi-sensory activities and virtual reality in teaching and learning</p> <p>Susanne Lewis, Susan Rae and Suzy Houston, University of the West of Scotland</p> <p>3Eii: Enhancing student nurses' knowledge and confidence in technology enabled care</p> <p>Susan Rae and Gillian Gamble, University of the West of Scotland; John Paul, Scottish Fire and Rescue Service</p> <p>3Eiii: A focus group exploration of using virtual reality to support the teaching of Nursing undergraduates</p> <p>Laura Park and Claire Ford, Northumbria University</p> <p>3Eiv: Rethinking practice: Enhancing learning opportunities using Chromebooks and Google Drive in an adult nursing course</p> <p>Carole Phillips, University of Portsmouth</p>	<p>3Fi: Flipped team based learning: Pros and cons</p> <p>Maryam Malekigorji, Queen's University Belfast</p> <p>3Fii: Increasing international student engagement with healthcare subjects: A cognitive, multimedia approach</p> <p>David Roberts, Loughborough University</p> <p>3Fiii: Team-based learning: The good, the bad and the ugly</p> <p>Karen Curnell, Sheena Miller, Steve Lui, Karen Adams and Sophie Henshall, University of Huddersfield</p> <p>3Fiv: What are final year midwifery students' views and experiences of telling and listening to practice-related stories? The findings of a phenomenographic doctoral research study</p> <p>Rosalind Weston, University of Worcester</p>	<p>3Gi: Active learning strategies: How do we assess for significant learning?</p> <p>Christine Sommers, Universitas Pelita Harapan</p> <p>3Gii: Enhancing teaching strategies through eclectic active learning approaches for neuro-anatomy</p> <p>Colette Beecher, Sheffield Hallam University</p> <p>3Giii: Enriching understanding through collaborative learning in a flipped classroom environment</p> <p>Jennifer Green, Massey University</p>	<p>3Hi: The liminal space occupied by a PhD student teacher</p> <p>Dilla Davis, University of Salford</p> <p>3Hii: Thank you and are we ok?: Participatory enquiry and dialogical feedback for learning, assessment and development</p> <p>Michelle Ellis and Ellie Taylor, City, University of London</p> <p>3Hiii: Are we still eating our young? Supervision of students in practice</p> <p>Jan Royal-Fearn, University of Nottingham</p>	<p>3Ii: Evaluating the impact of an emotionally healthy schools pilot project: A higher education/practice stakeholder collaboration</p> <p>Celeste Foster and Shelly Allen, University of Salford</p> <p>3Iii: Protecting the public: Using simulation for regulatory assessment</p> <p>Sue Thorpe, Independent consultant; Danielle Beardmore, Independent consultant and Emma Childs, NMC of NSW</p> <p>3Iiii: Partnership for Practice</p> <p>Fiona Hibberts, Guy's and St Thomas' NHS Foundation Trust; Annie Holmes and Brendan Garry, King's College London</p>
13:30-14:20	Lunch break, Dining Hall								
14:20-15:10	Poster presentations session 4, Jock Colville Hall								
	Group 4A					Group 4B			
15:10-15:30	<p>4A1: Allison Wiseman, University of Surrey: High Fidelity Silicone Patient Simulation (HFSPS) (Mask EDTMKRS): Confidence competence and decision making in first year student nurses</p> <p>4A2: Angela King, NHS Lanarkshire: The lived experience of nurse mentors working with student nurses in an acute hospital environment</p> <p>4A3: Annessa Rebar, Northumbria University: Meeting spaces: Supporting conversations about suicide in undergraduate nurse education</p> <p>4A4: Audrey Skidmore, Keele University: Students of Medicine and their attitudes towards Maths: SMART-Maths study</p> <p>4A5: Ginny Henderson and Tom McConnachie, University of Dundee, School of Nursing and Health Sciences: Developing leadership qualities in a pre-registration nursing population: A novel approach</p> <p>4A6: Kay Lawrence and Vicki Long, University of South Carolina Aiken: Senior Leadership in Nursing: Learning about teaching, promoting collegiality</p>					<p>4B1: Kirsi Talman, University of Turku: Educational enhancements</p> <p>4B2: Petra Klompenhouwer, Sheffield Hallam University: An integrated practice framework: Implications for clinical practice and educational development</p> <p>4B3: Shayma Witwit, Royal Derby Hospital NHS Trust: Teaching at the bedside: A patient orientated learning curve</p> <p>4B4: Siobhan Connolly, University of Edinburgh: The core anatomy syllabus for undergraduate nurses: A Delphi study to create a foundation for clinical practice</p> <p>4B5: Susan Ward, Cardiff University: Successful international collaboration between Cardiff University and Oman Specialist Nursing Institute</p> <p>4B6: Tina Moore, Middlesex University: The use of the Objective Structured Clinical Examination (OSCE) method to assess clinical competence</p> <p>4B7: Valerie Denieul, University of Central Lancashire: Building on experience: A novel approach to practice debrief. Supporting student nurses' post-placement reflections using Lego® Serious Play®</p>			
	Refreshments, Jock Colville Hall/Main Concourse								
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	Strand 4A - Developing the future healthcare education workforce	Strand 4B - Using simulation to enhance learning	Strand 4C- Educational enhancement	Strand 4D - Education in clinical practice and practice development	Strand 4E - Internationalisation and global challenges in healthcare education	Strand 4F - Using simulation to enhance learning	Strand 4G - Student experience and engagement	Strand 4H - Learning and teaching strategies	
	Convenor: Julie Luscombe	Convenor: Andy Melling	Convenor: Abbie Fordham Barnes	Convenor: Karen Holland	Convenor: Karen Egenes	Convenor: Alex Hopkins	Convenor: Gemma Stacey	Convenor: Sally Bradley	
15:30-17:30	<p>4Ai: Supporting the supporters</p> <p>Margaret Wickham, NHS Grampian</p> <p>4Aii: Innovation in values based public health nursing student selection: A qualitative evaluation of stakeholder perspectives</p> <p>Caroline McGraw and Judy Brook, City, University of London</p> <p>4Aiii: Innovating the trainee journal club</p> <p>James Ashcroft, Imperial College London/West Middlesex University Hospital, Chelsea and Westminster Hospitals NHS Trust</p>	<p>4Bi: An evaluation of the three-staged approach to clinical simulation on the learning experience of part 2 pre-registration adult Nursing students at the University of the West of Scotland</p> <p>Jacqueline White, Nan Bryden and Pauline Robb, University of the West of Scotland</p> <p>4Bii: Design and development of a serious virtual game for fourth year Nursing students as a pre-simulation preparation strategy using a standardized scenario of urosepsis in the elderly</p> <p>Tammie McParland, Nipissing University</p> <p>4Biii: Birth emergencies and safeguarding: The challenges and opportunities of developing interprofessional learning, using skills and simulation, with paramedic, midwifery, social work and child and adolescent mental health students</p> <p>Rosalind Weston, University of Worcester</p>	<p>4Ci: The development of an online tool to support students and academics to co publish their work</p> <p>Carolyn Lees, Liverpool John Moores University</p> <p>4Cii: Student-led neurological rehabilitation group</p> <p>Donna Wynne, Robert Gordon University</p> <p>4Ciii: Plugging the gap: The introduction of clinical supervision by personal tutors to enhance the student experience</p> <p>Ann-Marie Dodson, Birmingham City University</p> <p>4Civ: An evaluation of Physiotherapy students' perceptions of the use of Structured Online Anatomy Quizzes (SOAQs) in learning</p> <p>Reynold Cruziah and Adam Baines-Jump, University of West of England</p>	<p>4Di: Nursing children and young people: What mental health training is required?</p> <p>Leah Thomas, Barts Health NHS Trust</p> <p>4Dii: An Innovation in mental health practice education for pre-registration Paramedic students</p> <p>Eleanor Jack and Megan Jadzinski, Bournemouth University</p> <p>4Diii: Student Managed Initiatives in Lifestyle Education (SMILE)</p> <p>Melody Carter, University of Worcester; Louise Ward, La Trobe University</p> <p>4Div: Caring and coping: The family perspective on living with limb loss</p> <p>Kristina Fleuty and Hilary Engward, Anglia Ruskin University</p>	<p>4Ei: Bridging the gap between teaching and learning: A research informed culturally engaged approach for teaching-learning</p> <p>Patricia Bradley, York University</p> <p>4Eii: Global citizenship: What has it got to do with us?</p> <p>Vicky Taylor, Isle of Man DHSC</p> <p>4Eiii: Designing purposeful MOOCs for disease elimination</p> <p>Astrid Leck, London School of Hygiene & Tropical Medicine</p>	<p>4Fi: Students as standardised patients: A pilot study using interdisciplinary role-play</p> <p>Deborah Starkey and Mary Hannan-Jones, Queensland University of Technology</p> <p>4Fii: Re-booting education for the 21st Century using immersive virtual reality scenarios</p> <p>Sian Shaw, Anglia Ruskin University</p> <p>4Fiii: Child simulated patients: Being ethically responsible</p> <p>Carrie Hamilton, SimComm Academy</p>	<p>4Gi: Do final year undergraduate Physiotherapy students value Twitter as an educational tool? A mixed-methods study</p> <p>Amanda Deaves, University of Liverpool</p> <p>4Gii: Investigating the barriers and enablers experienced by students new to academic study in an HE distance learning institution</p> <p>Marie Wheatley and Sue Spurr, The Open University</p> <p>4Giii: Does gender role conflict exist in first year male Nursing students: An exploratory study</p> <p>Martin Christensen, Western Sydney University</p> <p>4Giv: Midwifery forum: Collegiate working for the good of all</p> <p>Heather Ingram, Keele University</p>	<p>4Hi: A unique ecosystem of ICT enabled innovations for learning in the School of Health Sciences</p> <p>Michelle Koh, Ngee Ann Polytechnic</p> <p>4Hii: Writing retreats for undergraduate Nursing students</p> <p>Claire McFeely, University of Glasgow</p> <p>4Hiii: Empowering students to drive change</p> <p>Claire Mallette, York University, School of Nursing, Ontario Canada</p>	
17:30-18:30	Networking time, exhibition stands, poster viewing								
18:30	First bus to Girton College								
18:45	Second bus to Girton College								

