TIMINGS 07:30-9:00					4 September - Da Breakfast for residential del						TIMINGS 07:30-9:00
07:30-9:00	Registration									07:30-9:00	
08:15-9:15	Editorial advisory sessions									08:15-9:15	
09:30-9:45	Westerninster Theatre									09:30-9:45	
	Welcome										
09:45-10:45	Keynote: Just listening isn't enough anymore – it's time to trust your students									09:45-10:45	
				Jonathan S	Stephen, President, University of Huc Refreshments	uddersfield Students'	s' Union				
	Poster presentations session 3: : Chancellor's Open Space										
	Group 3A Group 3B										‡
10:45-11:30	3A1: Implementing Collaborative Learning in Practice Community Cluster model of learning for adult student nurses working in community settings, Ms Jane Bunce, Health Education England 3A2: Preventing empathy decline in medical students: Experiencing the patient journey, Or Lindsay Muscroft, Warwick Medical School					3B1: Delivery of a preliminary clinical evaluation web-based short course in Finland, Mrs Lisa Pittock, Canterbury Christ Church University 3B2: Exploring Midwifery students' experiences and opinions of the NMC's expectations of demonstrating professional 'good character' whilst 'off-duty' and if social class influences this, Mrs Vivien Perry, Northumbria University					
	3A3: Storytelling in the clinical simulation environment, Dr Gareth Parsons, University of South Wales 3A4: EduPLAYtion: Utilising playful learning and gamification to enhance engagement and learning in Medical Education, Dr Bethan Yates, Exeter Medical School						3B3: Co-producing the new NMC curriculum: Students as full partners, Mr Iwan Dowie, University of South Wales 3B4: Nurse academic identities and contributions to clinical practice: An appreciative inquiry, Mrs Clare Corness-Parr, Keele University 3B5: The Learning Disabilities Nurse's role in the assessment and promotion of acute physical healthcare within the community, Mr Chris Tumer, Northumbria University				
			rs of Learning Disability Nursing, Miss Samantha Beech, Keele ogramme for adults with asthma in Saudi Arabia, Mr Hamad D				3B6: Is it important to spread spiri	tuality dimension skills throughout Nursing Education?: A	at neatthcare within the community, Mr Chris Turner, Northur systematic review, Ms Priscylia Maria Sandehang, Universitas ergraduate Nursing curricula, Mrs Karen Giles, University of S	Pelita Harapan	
					Themed session 3			3,	. • • • • • • • • • • • • • • • • • • •		
	Room						Room	Room	Room	Room	
	CBA0.061 Strand 3A: Developing the future healthcare	CBA0.060 Strand 3B: Education in clinical practice and	CBA0.007	CBA0.013	CBA1.021		CBA1.098	CBA1.099 Strand 3G: Developing the future healthcare	CBA1.100 Strand 3H: Education in clinical practice and	CBA1.102	
	education workforce	practice development	Strand 3C: Partnership working	Strand 3D: Humanising healthcare education	Strand 3E: Learning and teaching	g strategies	Strand 3F: Educational enhancement	education workforce	practice development	Strand 3I: Educational enhancement	
	Convenor: Phil Keeley	Convenor: Liz Clark	Convenor: Abbie Fordham Barnes	Convenor: Gary Rolfe	Convenor: Celia Brigg		Convenor: Craig Philips	Convenor: Julie Luscombe	Convenor: Amanda Kenny	Convenor: Sally Bradley	
			<u>'</u>					3Gi			
	3Ai An action research project to explore the challenges faced and needs of	3Bi	3Ci Developing interprofessional safeguarding conferences	3Di Student nurses' attitudes to social justice and poverty: An	3Ei Transforming tutorials with formative a		3Fi Interpreting possible plagiarism using Turnitin by	Bridging studies: Promoting employment of immigrants in the Social and Health Care) 2U:		
	Nursing apprentices at the commencement of their programme	The LAUNCH Project: Enabling practice and leadership development for digital health technology innovation Professor Katherine Curtis, Kingston University and	as a method for delivering interprofessional education to a large group of Health and Social Care students	international comparison Dr Richard Kyle, Edinburgh Napier University	Ms Jill Morgan, Cardiff Universi	rsity	iit la at	sector in Finland Mrs Päivi Rimpioja, Ms Aino Ezeonodo and Ms Päivi Lehtinen, Metropolia University of Applied Sciences	Implementing Collaborative Learning in Practice Community Cluster model of learning for adult student	3li Assessment of clinical reasoning skills in the Nursing	
11:30-13:30	Martina Brown, Solent University	St.George's University of London, and Dr Sheila Brooks, Bournemouth University	Ms Helen Wightman and Mrs Suzy Plows, University of Nottingham	3Dii	Interface between educational design an Standards-based assessment and marki	dalam and adala sua	3Fii	Metropolia University of Applied Sciences	nurses working in community settings Ms Jane Bunce, Health Education England	student selection Miss Jonna Vierula and Dr Kirsi Talman, University of Turku	11:30-13:30
	3Aii Characteristic of Nursing Education in Indonesia: Should	3Biii	3Cii Support4Nurses: NHS Acute Hospital Trust and local	Dignity-enhancing learning: A framework to educate undergraduate Nursing students to deliver dignity in care	proprietary grading algorithm	nms norm	Medical professionals' knowledge, awareness and propertion of radiation dose, protection and risk: Is it	Developing junior doctors into quality clinical educators of the future: A unique pathway to Associate Fellowship of	pr Graham Williamson, University of Plymouth	3lii	
	it be vocational or professional?: A systematic review	A connecting platform: How Facebook has enhanced shared learning and reflection for clinical nurse educators	iit mastacashin ta immusic the estantian of	Ms Sheila Douglas, University of Dundee	Ms Sue Walke, Auckland University of T		adequate for patients' informed consent? Mrs Louise Burton, University of Derby	the Higher Education Academy (AFHEA) Professor Katrina Anderson,	How do undergraduate Nursing students learn in the	Education rounds: A tool to enhance education and learning in practice	
	Ms Priscylia Sandehang, Universitas Pelita Harapan 3Aiii	in the UK Ms Helen O'Toole, Royal Marsden Hospital Miss Elizabeth Allibone, Royal Brompton and Harefield	Dr Janet Scammell, Professor Steve Tee, Dr Sharon Docherty and Dr Sarah Collard, Bournemouth University	Preparation of neophyte student nurses to deliver compassionate care at the end of life:	3Eiii Evaluation of Module Assessment Group Su		3Fiii aking the long way round: Barriers and enablers to	Australian National University Medical School	hospital setting? A scoping review of conceptualisations, operationalisations and learning activities Mrs Malou Stoffels, Amsterdam UMC	Ms Natalie Holbery, University College London Hospitals	
	A realistic evaluation study exploring the nurse degree apprenticeship journey	Hospital, and Mr Bill Whitehead, University of Derby	Mrs Susan Higgins, Royal Bournemouth and Christchurch Hospital Trust	An evaluation Dr Kim Goode, Mrs Kathy Whayman and Mrs Eunice Sirkett,	qualitative interview-based stu Dr Rob Monks, Mrs Sarla Gandhi and Mrs	rs Angela Irving,	student nurses using human factors in practice	3Giii Social service, health sciences and rehabilitation teachers	The state of the s	3liii	
	Dr Julie Derbyshire, Mrs Wendy Parry and Dr Debra Porteous, Northumbria University	re, Mrs Wendy Parry and Dr Debra Porteous, The educational tension processory 30iii Universi		University of Hertfordshire			Mrs Deborah Clark, Sheffield Hallam University	need more education concerning their digipedagogical competence	Promoting Nursing students' competence development during the clinical practicum:	learning tool influence understanding, skills and	
	3Aiv	for clinicians to share diagnostic imaging with patients	Skill development through peer support to future supervision in Nursing Mrs Erica Bellamy and Dr Melanie Pope,	3Div Nursing students' perspectives on	OSCE Examiner training: The development faculty development programme to reduce		3Fiv amining ethics governance in Healthcare Education:	lina Ryhtä, University of Turku	A randomised controlled trial Mrs Camilla Strandell-Laine,	subsequent PH practice? Dr Dalya Marks, London School of Hygiene and Tropical Medicine	
	Nursing Degree Apprenticeships: The way forward? Our lived experiences	Mr William Allenby Southam Cox, University of Portsmouth	University of Derby			140	Enhancement or encroachment? Ms Amanda Lees, Auckland University of Technology	Finding clinical academic identities in		Edition delicol of Hygiene and Hopical Medicine	
	Dr. Gried Glassift, Neede Chinedistry Dr. Dr. Gried Glassift, Neede Chinedistry Dr. Dr. Gried Glassift, Neede Chinedistry Dr. Gried Glassift, Need					rsity	,,,	complex systems			
	, , , ,				Di Gire Gibsori, recis Grivers	rsity IVIS		complex systems Dr Stefan Cantore, University of Sheffield			
13:30-14:20					Lunch break, The Refect	ctory		compiex systems Dr Stefan Cantore, University of Sheffield			13:30-14:20
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13:30-14:20		st-renistration Acuse Paediatric Nurses' percentions of simul	Group 4A		Lunch break, The Refect	ctory	е	Dr Stefan Cantore, University of Sheffield Group 4B	ent students' journeus. Miss, lanet Hunter City University of U	ondon	13:30-14:20
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14:20-15:10	4A1: Pos 4A6: T Room CBA0.061	4A2: Co-Link: A mobile app cont A33: The effects of a phased approach 4A4: Are you listening? Student nurses' experiences 4A5: "Oh, the places you will gof" Developing teachin he NURS-kit community simulation scenario for novice stud Room CBA0.060	illation education and views on programme development, Mrs necting medical learners at all stages, Dr Martin Cohn, Imperia to practice upon Adult Nursing students, Miss Megan Curry, so of formative audio feedback: A qualitative study, Mrs Donn ing practice to improve the student experience, Mrs Julia Rob dent nurses: A realist evaluation study, Mrs Susan Ward, Mrs Room CBA0.007	Irs Maeve Murray, Northern Health and Social Care Trust ial College London (, University of Sunderland nan Lewis, University of Wolverhampton birson, University of Central Lancashire s Judith Benbow, and Clare Hawker, Cardiff University	Lunch break, The Refect ster presentations session 4:: Chanc Refreshments Themed session 4 Room CBA1.021	ctory scellor's Open Space	e 4B1: Using technology to 4B2: Tough topics in M 4B3: Embedded training for undergraduate Child 4B4: Modernising 1 4B5: Using forum theatre to support the devel 4B6: Involving the 'unusual suspects': Action	Dr Stefan Cantore, University of Sheffield Group 4B Challenge a negative narrative: The use of blogs to docum edicine: A peer-reviewed, interactive online resource to eners's Nursing students to increase self-leadership, persone he OSCE assessment in Veterinary Nursing Education: A copment of evidence-based practice in student speech and on learning as an approach to develop a learning culture at Room Room CBA1.099	hance student learning, Or Helen Wallace, University of Liverp al autonomy and emotional agility skills, Na Catherine Hewit collaborative approach, Ms Tina Moore, Middlesex University language therapists, Mrs Gillian Rudd and Dr Wouter Jansen, mong non-clinical staff in a hospice setting, Dr Julie Luscomi	ool London South Bank University Birmingham City University pe, Jersey Hospice Care Room CBA1.102	14:20-15:10
14:20-15:10	4A1: Pos 4A6: T Room	4A2: Co-Link: A mobile app cont 4A3: The effects of a phased approach 4A4: Are you listening? Student nurses' experiences 4A5: "Oh, the places you will go!" Developing teaching the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community simulation scenario for novice students of the NURS-kit community scenario for novice students of the NURS-kit community scenario for novice students of the NURS-kit community scenario for novice	illation education and views on programme development, Mrs necting medical learners at all stages, Dr Martin Cohn, Imperia to practice upon Adult Nursing students, Miss Megan Curry, so of formative audio feedback: A qualitative study, Mrs Donn ing practice to improve the student experience, Mrs Julia Rob dent nurses: A realist evaluation study, Mrs Susan Ward, Mrs ROOM	Irs Maeve Murray, Northern Health and Social Care Trust ial College London (, University of Sunderland nan Lewis, University of Wolverhampton bibrison, University of Central Lancashire s Judith Benbow, and Clare Hawker, Cardiff University	Lunch break, The Refect ster presentations session 4:: Chanc Refreshments Themed session 4 Room CBA1.021	ctory scellor's Open Space	4B1: Using technology to 4B2: Tough topics in M 4B3: Embedded training for undergraduate Child 4B4: Modernising 4B5: Using forum theatre to support the devel 4B6: Involving the 'unusual suspects': Action	Dr Stefan Cantore, University of Sheffield Group 4B Challenge a negative narrative: The use of blogs to docum edicine: A peer-reviewed, interactive online resource to eners's Nursing students to increase self-leadership, persone he OSCE assessment in Veterinary Nursing Education: A copment of evidence-based practice in student speech and on learning as an approach to develop a learning culture at Room Room CBA1.099	hance student learning. Or Helen Wallace, University of Liverp al autonomy and emotional agility skills, No Catherine Hewit collaborative approach, Ms Tina Moore, Middlesex University language therapists, Mrs Gillian Rudd and Dr Wouter Jansen, mong non-clinical staff in a hospice setting, Dr Julie Luscom	ool , London South Bank University Birmingham City University pe, Jersey Hospice Care	14:20-15:10
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14:20-15:10	Room CBA0.061 Strand 4A: Education in clinical practice and practice development Convenor: Karen Holland 4Ai Thinking like a nurse': Changing the culture of nursing students' clinical learning: Implementing collaborative	4A2: Co-Link: A mobile app cont A3: The effects of a phased approach AA4: Are you listening? Student nurses* experiences AA5: "Oh, the places you will go!" Developing teachin the NURS-kit community simulation scenario for novice students Room CBA0.060 Strand 4B: Educational enhancement Convenor: Sally Bradley	illation education and views on programme development, Mrs necting medical learners at all stages, Dr Martin Cohn, Imperia to practice upon Adult Nursing students, Miss Megan Curry, so of formative audio feedback: A qualitative study, Mrs Donn ing practice to improve the student experience, Mrs Julia Rob dent nurses: A realist evaluation study, Mrs Susan Ward, Mrs Room CBA0.007 Strand 4C: Internationalisation and global challenges in healthcare education	Irs Maeve Murray, Northern Health and Social Care Trust ial College London (, University of Sunderland nan Lewis, University of Wolverhampton birson, University of Central Lancashire s Judith Berbow, and Clare Hawker, Cardiff University Room CBA0.013 Strand 4D: Developing the future healthcare education workforce	Lunch break, The Refect ster presentations session 4: : Chance Refreshments Themed session 4 Room CBA1.021 Strand 4E: Education in clinical practic development Convenor: Patricia Bradley	ice and practice	4B1: Using technology to 4B2: Tough topics in M 4B3: Embedded training for undergraduate Child 4B4: Modernising 1 4B5: Using forum theatre to support the devel 4B6: Involving the 'unusual suspects': Actic Room CBA1.098 Strand 4F: E-learning/blended learning Convenor: Amanda Kenny	Dr Stefan Cantore, University of Sheffield Group 4B challenge a negative narrative: The use of blogs to docum edicine: A peer-reviewed, interactive online resource to eners's Nursing students to increase self-leadership, persons the OSCE assessment in Veterinary Nursing Education: A comment of evidence-based practice in student speech and on learning as an approach to develop a learning culture at Room CBA1.099 Strand 4G: Inclusivity in healthcare education Convenor: Kathryn Hinsliff-Smith	hance student learning, Or Helen Wallace, University of Liverp al autonomy and emotional agility skills, Ne Catherine Hewit collaborative approach. Ms Trina Moore, Middlesex University language therapits, Mrs Gillan Rudd and Dr Wouter Jansen, mong non-clinical staff in a hospice setting, Dr Julie Luscom Room Room CBA1.100 Strand 4H: Using simulation to enhance learning	Content of the state of the sta	14:20-15:10
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14:20-15:10 15:10-15:30	Room CBA0.061 Strand 4A: Education in clinical practice and practice development Convenor: Karen Holland 4Ai Thinking like a nurse': Changing the culture of nursing students' clinical learning: Implementing collaborative learning in practice Professor Graham Williamson, University of Pymouth School of Nursing and Midwifery 4Aii An innovative way of supporting student mental health nurses in placement: Collaborative Learning in Practice Mrs Jo Hirdle, Bournemouth University and Miss Louise Alan, Dorsethealthcare NHS University NHS Foundation Trust 4Aiii Everywhere and nowhere: Identifying, supporting and enabling work-based learning for the future workforce Ms Julie Attenborough and Ms Judy Brook, City, University of London 4Aiv The six Cs for practice learning environments: An action research study across Acute, Community and Learning Disability Nursing Mrs Carole Proud and Dr Jane Smiddy,	4A2: Co-Link: A mobile app cont 4A3: The effects of a phased approach 4A4: Are you listening? Student nurses* experiences 4A5: "Oh, the places you will go!" 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