



Enhancing early-stage leadership skills in new Nursing graduates using a rapid access Masters' course: A feasibility study.

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NET2021 Conference

1-3 September 2021

Live session abstracts

Day Two: 2 September 2021

Themed session 4

Strand 4A: Learning, teaching and assessment strategies

4Ai, 07:00 - 08:20, 2 September 2021

Implementing assessment for learning using a whole programme approach

Andrea Cockett, Kings College London

This paper presents a project designed to implement assessment for learning across all of the Pre-Registration Nursing and Midwifery programmes in one Faculty. The project identified programme and module level student activities that were designed to embed assessment for learning and develop students' agency in relation to assessment and feedback.

4Aii, 07:00 - 08:20, 2 September 2021

Nursing students' perceptions of the taught content of programmes of study

Andrea Cockett, Kings College London

This research paper explores how Nursing students describe and discuss the content of modules within a Pre-Registration programme. Students identified content as either 'science', perceived to be useful and applicable and 'theory' which was perceived as being of little immediate value to them. Students valued content that had immediacy for their ability to operate within the clinical practice arena.

4Aiii, 07:00 - 08:20, 2 September 2021

Where did the interprofessional curriculum go? Revisiting and contextualisation

Dr Susan Shaw, Dr Denise Atkins and Sue Walke, Auckland University of Technology

This paper presents an analysis of the curricula changes over the last 20 years and notes themes such as the reasons disciplines gave for 'migrating' out of shared learning opportunities. It also outlines an initiative to refresh the interprofessional vision with a particular focus on contextualising shared learning to assist students to navigate their areas of interest. Pedagogical, organisational issues are considered along with the cultures of clinical disciplines and how they position themselves in relation to interprofessional learning and practice.

4Aiv, 07:00 - 08:20, 2 September 2021

An independent study option: Developing autonomous practitioners in an undergraduate Diagnostic Radiography programme

Vicky Hughes, University of Liverpool

Independent learning, linking theory to practice, and authentic assessment are concepts applicable to all Healthcare Education settings. This session describes an 'Independent Study Option' introduced to the undergraduate Diagnostic Radiography programme at the University of Liverpool, which incorporates these factors. Students research a specialist imaging modality of their choice, within the context of a specific medical condition, increasing both autonomy and motivation, and enabling a direct link between theory and practice.

Clinical placement days enable exploration of holistic concepts including patient care, and multi-disciplinary team involvement in decision making, increasing authenticity of assessment. Verbal presentation of findings develops communication skills.

Strand 4B: Educational enhancement

4Bi, 07:00 - 08:20, 2 September 2021

Supporting students: Develop healthy conversation skills

Dr Anne Mills, Bournemouth University

There is a public and professional expectation that nurses will be healthy role models and promote the health and wellbeing of individuals and communities (NMC, 2018). Academics at Bournemouth University, embedded Brief Interventions, Making Every Contact Count (PHE et al., 2016) within a health promotion module, with the goal of improving students' health-promoting skills for service users and themselves. The unit has now been delivered to 1,000 students. Results are positive but indicate that students require support and refresher sessions to help them to continue to utilise the principles of healthy conversations in their own lives and in their practice.

4Bii, 07:00 - 08:20, 2 September 2021

Humanising healthcare: Does role play as a patient enhance the learning of a health practitioner?

Professor Deborah Starkey and Dr Mary Hannon-Jones, Queensland University of Technology

It is important our Healthcare students develop empathy and patient-centred care as they progress to future healthcare professionals. Humanising healthcare requires students to embrace the non-technical skills of a health practitioner. Simulation activities undertaken in the university setting enhance the preparation of Healthcare students to engage in the clinical practice. This project investigated student learning following a range of role-play activities, including as a patient for a different healthcare discipline. This presentation provides the results of analysis of student reflections from their experiences as the patient in role-play scenarios, and their report of impact on their learning.

4Biii, 07:00 - 08:20, 2 September 2021

Nursing students' perception of the clinical learning environment: The importance of a supervisor

Dr Christine Sommers and Ian Mambu, Universitas Pelita Harapan

This session will discuss the importance that supervision of Nursing students has on their perception of the clinical learning environment. The Clinical Learning Environment, Supervision and Nurse Teacher Scale was completed by baccalaureate Nursing students in Indonesia. Nursing students that did not have a named Nursing supervisor or that rarely met with their supervisor, perceived their clinical learning environment less favourably than Nursing students that had a named supervisor or a supervisor that met with them.

4Biv, 07:00 - 08:20, 2 September 2021

A Delphi study to identify whether Biomedical Scientists are adequately prepared for practice by their undergraduate studies and professional training

Kathryn Dudley, University of Wolverhampton

Biomedical Scientists (BMSs) work in healthcare laboratories providing diagnostic testing and monitoring therapeutic effects. This workforce has little or no patient contact, yet the professional standards that they are required to comply with refer to the importance of the patient and service user. However, this is not reflected in the Quality Assurance Agency (QAA) Benchmark Statements for Biomedical Sciences. This study explores whether Biomedical Scientists are being adequately prepared for practice through their

undergraduate education and whether there is a shared understanding of the BMS's role in patient outcomes.

Symposia

Symposium 3, 08:40 - 10:10, 2 September 2021

Development of evidence-base for healthcare student selection: Structure, content and item development

Jonna Vierula and Dr Kirsi Talman, University of Turku

The three papers of this symposium provide a comprehensive understanding and concrete steps on how to initiate the student selection development process in healthcare education. Paper 1 presents the building of an evidence-based student selection for Nursing and addresses the questions what and how to assess when selecting Nursing applicants. Paper 2 focuses on the development of the content and structure of a student selection for Healthcare Education presenting evidence-based practices for using valid tools in Healthcare student selection. Paper 3 focuses on item development in high-stakes test for Healthcare student selection.

Symposium 4, 08:40 - 10:10, 2 September 2021

Recruiting champions for repurposing unconscious bias in the higher education setting

Zarah Abdullahi and Catherine Playfair, University of Suffolk

A symposia/workshop to create an opportunity to launch recruitment into a novel project that aims to sensitise participants to champion understanding unconscious bias (in themselves and others they can mentor), then learning evidence-based repurposing.

Themed session 5

Strand 5A: Education in a global pandemic

5Ai, 10:30 - 12:20, 2 September 2021

Transitioning assessment roles in Nursing: From research to reality

Dr Jan Royal-Fearn, University of Derby

This session will review prior research on practice-based assessment in Nursing to evaluate the impact of prior roles; the inherent difficulties of assessment in practice; and how clinical staff are supported as they transition into the new practice assessor role and work within the boundaries for the supervisor/assessor relationship.

5Aii, 10:30 - 12:20, 2 September 2021

Being a 'Practical Assessment SatNav': How should we equip Academic Assessors for their role?

Dr Louise Hunt, De Montfort University

Practitioners have identified that they find a person more helpful and supportive than written resources when they are managing a struggling student in a practice placement. Some have coined this person as their 'Practical Assessment Sat Nav' (Hunt et al., 2016). With this in mind the UK Nursing and Midwifery Council (2018) have introduced the role of Academic Assessor. This paper examines the insights, knowledge and skills Academic Assessors need to be effective supporters to both students and their practice colleagues, particularly in relation to managing the emotionally charged situation of failing a student.

5Aiii, 10:30 - 12:20, 2 September 2021

An evaluation of online examinations and remote proctoring for Pre-Registration Nursing students

Dr Claire Ford, Dr Laura Park, Claire Leader and Susan Chilton, Northumbria University

One of the current challenges faced by higher education institutions during the COVID-19 pandemic is concerning the transition from traditional face-to-face supervised assessments to online examinations. To overcome this challenge, Northumbria University utilised a remote proctoring service provided by Honorlock, to supervise online unseen examinations and assess undergraduate Nursing students. This research study aims to evaluate the online exam proctoring process by exploring students' perceptions, and the knowledge gained will influence how online proctoring assessments are implemented and used in higher education post-pandemic.

5Aiv, 10:30 - 12:20, 2 September 2021

Student assessment experience during a global pandemic

Alastair Tomlinson, Cardiff Metropolitan University

Many institutions adopted blended learning strategies in 2020-21: greatly reduced on-campus activity, most teaching through 'live' online sessions and asynchronous learning activities. Assessment strategies were modified to a much lesser extent. Yet assessment is a critical driver of student learning. This session investigates how blended learning in a pandemic shaped student experiences of assessment. Findings from the study explore how changes to learning and teaching during the pandemic have influenced the student experience of assessment and feedback, including comparison of 2020-21 experiences to those before the pandemic. How can we maximise the positive aspects of blended learning on assessment?

5Av, 10:30 - 12:20, 2 September 2021

OSCEs in a pandemic

Margaret Bannister and Sarah Partington, University of Bradford

The consistency of assessment and marking via OSCE delivery using manikins and video recordings of examinations and history taking via zoom with a service user and its reflection of clinical practice moving forward is explored in this poster.

Strand 5B: Learning, teaching and assessment strategies

5Bi, 10:30 - 12:20, 2 September 2021

TBC

5Bii, 10:30 - 12:20, 2 September 2021

Interprofessional learning through simulated scenarios

Sarah-Jane Ketterer, University of Liverpool

This project implemented an innovative Oncology-specific inter-professional simulation experience; involving Oncology registrars, medical physicist trainees and Radiotherapy students. A range of scenarios were developed across the full spectrum of activities within the radiotherapy treatment pathway. The simulation was designed to help facilitate peer teaching with regard to professional skills, and nurture an increased understanding of professional identities. Evaluation utilised the "Readiness for Interprofessional Learning Scale" before and after the intervention. A post-event survey gathered feedback relating to participant experience. The event was positively evaluated and found to improve skills and increase awareness of other roles within a sphere of practice.

5Biii, 10:30 - 12:20, 2 September 2021

TBC

5Biv, 10:30 - 12:20, 2 September 2021

The impact of interprofessional simulation on undergraduate Paediatric Health Care Professionals (Medical and Nursing students)

Sasha Ban and Peter Dryden, Northumbria University

Interdisciplinary working is vital to ensuring good outcomes for paediatric patients, yet undergraduate Medical and Nursing students rarely get the opportunity to work together before entering clinical practice. The aim of this project was to explore if providing interprofessional simulation teaching for Medical and Nursing students enhances their learning experience of assessing and managing the acutely unwell child.

5Bv, 10:30 - 12:20, 2 September 2021

Responding to the evolving needs of healthcare provider education: Rethinking the approach to professional education for healthcare providers for Integrative Healthcare Education

Tania Xerri and Marianne Koh, York University

The Health Leadership & Learning Network at York University developed an approach to healthcare education, with a certification, that is driven directly by the needs of clients/patients/caregivers. Using this "bottom-up" approach, our education acknowledges the unique needs of individuals, provided with care by various professions. The education is interdisciplinary and includes health and non-health professions, which may be involved in healthcare at varying stages of care. Our approach is not meant to negate traditional methods of professional healthcare education, but complement it and exist in parallel by diversifying current skills and competencies, and expanding on those that are within their scope of practice, but not fully developed, and do so within a professional standard

Strand 5C: Learning, teaching and assessment strategies

5Ci, 10:30 - 12:20, 2 September 2021

Using recorded scenarios to prepare students and placement staff for collaborative learning in practice trial and evaluation

Professor Graham Williamson and Adele Kane, University of Plymouth

In this session we will discuss how we developed and evaluated video resources for the preparation of students and staff to run Collaborative Learning in Practice.

5Cii, 10:30 - 12:20, 2 September 2021

A window into the world of an MSc Advanced Clinical Practitioner apprentice: What is the reality? An evaluation of the use of a goldfish bowl technique to facilitate an educational workshop

Catherine Fletcher and Catherine Gordon, University of Liverpool

The aim of this presentation is to provide delegates with a window into a Liaison Academic Tutor (LAT) meeting by use of simulation. The aim is to enable delegates to gain a greater understanding of the challenges of apprentices on an MSc Advanced Clinical Practitioner apprenticeship programme as they balance the demands of study with that of full-time employment in the NHS. Delegates will gain an understanding of the requirements of the apprenticeship and the negotiations that are necessary between all three contributors to enable the apprentices to demonstrate evidence of meeting all the standards before completing the programme.

5Ciii, 10:30 - 12:20, 2 September 2021

Qualified Practice: Do they really think they are ready? Findings from a qualified exploratory study

Kim Sargeant, Keele University

As part of a Professional Doctorate in Education, a qualitative exploratory study investigated perceptions of newly qualified nurses from four fields of nursing. Within the first few weeks of qualified practice, prior to enculturation, participants were asked about their perceived readiness and professional identity. Their preparedness for qualified practice and their adaptation to the realities of the qualified workforce were explored. This paper discussed the findings from the research in relation to the international literature around readiness for qualified practice. It considers the implications for curriculum development and nurse retention, in the challenging global healthcare arena.

5Civ, 10:30 - 12:20, 2 September 2021

Qualified Advanced Clinical Practitioners: Preparedness and relevance of research

Rosie McCarthy and Dr Nicola Morrell-Scott, Liverpool John Moores University

The concept of advanced practice can be charted since the 1980s. More recently, the workforce transformation programme of the NHS (NHS/HEE, 2017) has refocused the agenda leading to the development of a Multi-Professional Framework for Advanced Clinical Practice (HEE, 2017). There are four elements of advancing practice which provide the platform for this framework, Clinical, Leadership, Education and Research (HEE, 2017). Educational programmes have developed curricula to reflect the current agenda. This study will investigate the research preparedness of qualified advanced clinical practitioners.

5Cv, 10:30 - 12:20, 2 September 2021

Enhancing student transition and engagement in Physiotherapy and Rehabilitation and Exercise Science at Keele University

Victoria Pearsall, Keele University and Michael McCluskey, University of Liverpool

Due to high demands, Healthcare students can experience challenges balancing academic, social and personal objectives, which can have a detrimental effect on their transition and engagement in higher education. Following assessment of readiness to learn, it was highlighted that students did not feel adequately prepared for effective self-directed learning. Evaluation of a peer-mentoring programme also identified that it offered reassurance and was associated with higher assessment performance. Based on these findings, mentoring has been further embedded into the curriculum with an emphasis placed on supporting transition into higher education and utilising shared experiences to promote readiness for self-directed learning.

Strand 5D: Key challenges for healthcare education

5Di, 10:30 - 12:20, 2 September 2021

Exploring the potential of the Nursing curriculum to develop nurses who are non-judgemental

Su Everett, Middlesex University

This research explored student nurses' understanding of non-judgementality and their experiences and ability to be non-judgemental and tolerant of the diversity in sexuality and nursing. A pluralist methodology was used, based on a synthesis of narrative and psychodynamic theories. This research describes the experiences of student nurses in becoming non-judgemental when caring for patients and their sexuality. We describe several factors that constrain and enable this journey.

5Dii, 10:30 - 12:20, 2 September 2021

Ambidexterity: A vital capability for healthcare educational managers

Dr Eve Collins, University of Chester

This case study explores the lived experience of academic managers of a faculty of healthcare in the UK where neoliberal, social, economic and political forces are shown to be having a transformative effect on academics world of work (Taberner, 2018; Beattie, 2017). The construct of ambidexterity attracts considerable attention in the field of organisational theory but to date has been afforded scarce attention in the higher education arena (Stokes et al., 2017). Here ambidexterity emerges as a vital managerial capability indicating that the academic community may have much to gain by its development at both the individual and organisational level.

5Diii, 10:30 - 12:20, 2 September 2021

The challenging and enabling factors of nursing workforce development in primary care

Karen Evans, University of Sunderland in London

Primary care is greatly affected by the shortage of nurses in the UK and the cuts in funding across the healthcare sector. Work-based learning courses are available for nursing roles, including apprenticeships which provide alternative funding routes. This research focuses on the complex issues which impact nursing workforce development in primary care and how these have been overcome in some areas. The objectives of this research project will be to create a model of system-level workforce development and contribute to the published research on primary care settings as a learning environment.

5Div, 10:30 - 12:20, 2 September 2021

Senior Staff Nurse Programme: Recognising potential, rewarding achievement and being the best you can be

Dr Rosemary Webster and Claire Agnew van Asch, University Hospitals of Leicester

Our Senior Staff Nurse Programme has been attended by more than 140 staff nurses. It involves a programme of study days, experiential learning, career coaching and self-reflection. It is built on an appreciation that some experienced Band 5s feel undervalued and others are uncertain how to progress their careers. The programme acknowledges individual circumstances and provides tools and opportunities for development within the current band 5 role as well as supporting those considering a move into other roles. Attendees on the programme are nominated by their ward sister with written support from the Senior Nurse. Programme completion is recognised through a change in job title to Senior Staff Nurse.

5Dv, 10:30 - 12:20, 2 September 2021

The Midwifery Expansion Project: Capacity mapping

Clare Boag, Northumbria University

This poster+ presentation will summarise a work stream output from The Midwifery Expansion project, funded to support regional development of Midwifery Education via increased practice learning opportunities. The project responds to the United Kingdom Government objective to increase the number of midwives by 3,650 between 2019-2023 in order to support the system-wide implementation of continuity of carer (Department of Health and Social Care, 2018). The project work stream presented is a capacity-mapping tool developed in direct response to regional stakeholder engagement. Mapping explored unused practice learning capacity supporting a sustainable increase in practice learning opportunities within contemporary maternity services.

Strand 5E: Educational enhancement

5Ei, 10:30 - 12:20, 2 September 2021

Does simulation of sensory and cognitive impairment in Nurse Education influence student nurses' clinical practice?

Abigail Tracey, University of the Highlands and Islands

Sensory impairment often co-exists in older adults with dementia. A simulation resource has been designed for year 1 Pre-Registration Nursing students to provide experiential learning on sensory and cognitive impairment prior to their first clinical placement. Knowledge, insights and values gained through this simulated activity have the potential for transferability across a range of contexts. A recent evaluation of this pedagogical approach reports the impact of the simulation experience on the clinical practice of students across all three years of the Pre-Registration Nursing programme.

5Eii, 10:30 - 12:20, 2 September 2021

Identifying and providing the education clinicians require for sharing diagnostic imaging with patients

William Cox, The University of Portsmouth

Radiology services are rapidly changing as a result of both technological innovations within the industry and an increasing focus on patient-centric care. In particular, it is becoming easier to share patients' diagnostic radiological images with them, but are clinicians prepared for this?

5Eiii, 10:30 - 12:20, 2 September 2021

Making every contact count: A novel approach to patient consultations

Catherine Langran, University of Reading

Making every contact count (MECC) is an evidence-based approach aiming to improve people's health and wellbeing by facilitating and engaging individuals to make lifestyle changes using techniques such as motivational interviewing. MECC training was piloted on 39 year 2 and year 3 undergraduate Pharmacy students. This presentation outlines the quantitative and qualitative evaluation of the impact of MECC training on these students.

5Eiv, 10:30 - 12:20, 2 September 2021

TBC

5Ev, 10:30 - 12:20, 2 September 2021

Antimicrobial Resistance and Antibiotic Guardianship: What does this mean for Midwifery Education?

Dr Alison Cooke, The University of Manchester

It is vital that all maternity healthcare workers and students understand this serious threat and minimise the risk of perinatal infection to help lessen the potential global impact of antibiotic resistance. Reducing infections will lessen the need for antibiotics, and thus help to stem the increase in resistance and ineffectiveness of key medicines. Our undergraduate programme enables future maternity workers to develop their knowledge and understanding of this crucial Public Health challenge, advance their clinical practice to help reduce infection and sepsis, and to provide effective parent education and support. Our presentation provides an overview of some of the innovative strategies used to increase understanding of this Public Health issue in our education programme.

Themed session 6

Strand 6A: Student experience, engagement and achievement

6Ai, 14:00 - 15:20, 2 September 2021

Negotiated work-based learning at postgraduate level: What are the challenges within healthcare practice?

Helen Orton, University of Liverpool

Negotiated work-based learning provides a flexible educational programme, being more accessible to healthcare professional learners within a challenging and dynamic healthcare environment: it is also congruent with the views and plans of healthcare organisations. The approach, whilst relying on experiential learning, facilitates active and authentic learning and encourages a learning-to-learn aptitude which encourages the questioning of underlying assumptions around practice. The need for a structured framework will be examined to ensure that teaching and learning strategies, agreed learning outcomes and assessments are constructively aligned. The presentation will also critically reflect the diversity of work-based learning opportunities.

6Aii, 14:00 - 15:20, 2 September 2021

Enhancing early stage leadership skills in new Nursing graduates using a rapid access Masters' course: A feasibility study

Oonagh Carson and Dr Helen McGarvey, Ulster University

This research session relates to the conference theme of Educational Enhancement and specifically to assessing the impact of postgraduate learning on the development of leadership and resilience skills in new nurses. The session presents the findings from Phase One of a repeated measures design study looking at self-assessment by new nurse graduates of leadership and resilience skills within the first two weeks and at six months following rapid access to a Masters Level Nursing Programme which includes rotational placements and a three tier structure of clinical support.

6Aiii, 14:00 - 15:20, 2 September 2021

The perceptions and experiences of mid-career nurses and midwives who are Masters level part-time students

Dr F.J. Raymond Duffy, The University of the West of Scotland

Mid-career nurses are the largest group of currently registered nurses (NMC, 2019) and the number of mid-career nurses and midwives participating in Masters' Level study is increasing. Despite this, very few research studies have been conducted looking at their views. This descriptive phenomenological study brings to the fore the perceptions that mid-career nurses have about participating in Masters' programmes. The study findings indicate how both employers and HEIs could improve the support mechanisms available for such students. It also recommends that more effort be expended on making mid-career part-time students feel part of the university community.

6Aiv, 14:00 - 15:20, 2 September 2021

Evaluating e-learning strategies used to improve access to Postgraduate Cancer Education during global pandemic

Martin Galligan and Chris McNamara, Royal Marsden Hospital

The global pandemic has had a significant impact on the delivery of care to individuals living with and beyond a cancer diagnosis. Despite the challenges raised by the pandemic there was still a need to deliver high quality Cancer Education to health professionals to ensure they had the essential knowledge to deliver complex cancer treatments. The aim of this review was to evaluate the impact of implementing high quality Cancer Education within the

virtual learning environment to ensure learners can continue to develop this essential knowledge and skills.

Strand 6B: Student experience, engagement and achievement

6Bi, 14:00 - 15:20, 2 September 2021

Caring for Carers

Leanne Mchugh, Bishop Grossetetse University

This session will explore the unpredictability of being a carer while studying at university, gaining knowledge by engaging with students and hearing their unique experiences. The working party have specifically concentrated on inclusivity of our student carers, mapping the student support that is available within the university and increasing awareness of this. The project has also incorporated student wellbeing; and retention through development of additional resources and gaining the Care Quality Award.

6Bii, 14:00 - 15:20, 2 September 2021

Standing Out and Fitting in: Being a male student in Nursing, Social Work and Primary Education

Dr Sue Jackson and Dr Andrew Melling, Northumbria University

At our institution only a small percentage of students on Nursing, Social Work and Education programmes are male and most, but not all, report lower satisfaction rates than female counterparts. Using a mixed-methods approach, this study explores male students' experiences and factors which impact on their career choice and satisfaction as a student. Initial analysis of data suggests placements, age of students, nurturing activities and peer support are all key factors in satisfaction and social isolation. Appropriate role models, support networks and specific tuition for male students on these programmes may solve some of the challenges.

6Biii, 14:00 - 15:20, 2 September 2021

Developing culturally competent Nurse Education through increased self-awareness around unconscious bias amongst Nurse Educators

Dr Gayatri Nambiar-Greenwood, Manchester Metropolitan University

Nurse Educators play an important role in supporting students to develop their capability as culturally competent practitioners, a responsibility which requires awareness of their own cultural values and beliefs (Farber, 2019). This poster reports a small-scale, hermeneutic study, engaging Nurse Educators in initiatives designed to provoke the exploration of factors which influence how we 'see' our own, and other, cultures and how we communicate these to others. Participants valued this opportunity to review use of language across the Nursing curriculum, which is aware of unconscious bias and ethnocentricity.

6Biv, 14:00 - 15:20, 2 September 2021

Providing a safe space and support for minoritised Healthcare students

Ifrah Salih and Shirley Masterson-Ng, Sheffield Hallam University

The College of Health Wellbeing and Life Sciences (HWLS) at Sheffield Hallam University has successfully implemented minoritised students network groups across Nursing and Midwifery (N&M) and Allied Health Professions (AHP) where students and staff meet to share experiences, support students from racially minoritised communities and learn to be active allies.

Strand 6C: Student experience, engagement and achievement

6Ci, 14:00 - 15:20, 2 September 2021

TBC

6Cii, 14:00 - 15:20, 2 September 2021

Nursing Associates: An innovative approach

Annabel Coulson, University Hospitals of Leicester

The Nursing Associate role warranted a fresh approach to create a 'purpose-built' member of the Nursing family. The LLR Model combines innovation and partnership, as a provider-led programme designed and delivered by practice staff with the academic rigour and expertise of a university to deliver a fresh approach. Firmly embedded in practice, the programme includes a robust academic programme complemented by enhanced learning in practice through close relationships with providers across the region. The use of shared learning and simulation supports safe care delivery and enhances the understanding of the role in practice.

6Ciii, 14:00 - 15:20, 2 September 2021

Are students adequately prepared for graduate practice? An exploration of the wellbeing of newly qualified Registered Nurses

Brenda Munro, State of Guernsey

The global shortage of nurses demands effective strategies to improve recruitment, reduce attrition and improve the wellbeing of the existing nursing workforce. The transition from student nurse to registered practicing nurse has been recognised as stressful. Alarming reports of early career stress and burnout leading to the attrition of 20% of newly qualified registered nurses (Kelly et al., 2017) would appear to suggest that student nurses are not adequately prepared for graduate practice. The wellbeing of newly qualified nurses will be explored and the implications for practice will be debated.

6Civ, 14:00 - 15:20, 2 September 2021

Nursing Associates: An exploration of the perceptions, workforce contributions and future aspirations of a new registered healthcare professional group through the lens of systems theory

Dr Pauline Morgan and Dr Neil Summers, The Open University

The first Nursing Associates (NAs) entered the Nursing and Midwifery Council's (NMC) register in 2019. To date, there has been only a small number of studies exploring how the role is perceived in practice and the formation of the professional identity of the NA (Kessler et al., 2020; King et al., 2020). This provided an opportunity to contribute to this emerging field of research. The study and research findings will be explored in this session.

Strand 6D: Learning, teaching and assessment strategies

6Di, 14:00 - 15:20, 2 September 2021

Preparing future evidence-based practice champions

Dr Therese Leufer, Dublin City University and Dr Nadiah Abd. Baghdadi, Dr Wafa Ham AL Mewgewly, Princess Nourah Bint Abdulrahman University

This presentation will discuss an educational endeavour which set out to positively influence evidence-based practice capability levels among Saudi nurses. Evidence-based practice is an important factor in the delivery of high quality, safe patient care. It is important that nurses have the requisite knowledge to utilise EBP in their practice. An intensive EBP module was delivered to students undertaking a Masters in Nursing: Advanced Practice programme. A pre-/post-module evaluation was undertaken to determine if there was any change in the knowledge, beliefs and utilisation levels of EBP following the module. Findings suggest the module positively influenced EBP attributes.

6Dii, 14:00 - 15:20, 2 September 2021

Nursing Education and Neuroeducation: Resources for understanding how students learn?

Dr Patricia Peebles, University of Bradford

Facilitating student learning is at the heart of education. Helping students understand, recall and retain information is vital to academic and professional success in the ever-evolving world of healthcare. Neuroeducation has been recognised by the Organisation for Economic Co-operation and Development (OECD) as important to 21st Century education. The relatively new discipline of Cognitive Neuroscience is working to bridge the gap between scientific research and educational practice. This session will unpack what is being discovered about neuromyths, neuroplasticity and how students learn, stimulating conversation about how this growing field can enhance Health Education.

6Diii, 14:00 - 15:20, 2 September 2021

Does identifying personality traits of new graduate nurses assist with their transition to practice?

Dr Craig Phillips, University of South Australia

The period of time when new graduate nurses complete their studies and transition to the health workforce is often one of heightened anxiety and challenge. Health services offer a range of support to new graduates, however, many graduates find difficulty in adjusting to their new role, with feelings of burn out and considerations of leaving the profession. Using a theory of organisational socialisation to on-board new graduates, supporting personality type is a factor for successful transition. This study explores personality types and an association with transition to practice for newly qualified graduate nurses.

6Div, 14:00 - 15:20, 2 September 2021

Developing an educational framework for social media use in Health Education

Louise Wem and Dominic Egan, University of Bradford

Social media has evolved into a major communications medium. The evidence base supporting social media use in Health Education tends to focus on specific professional student groups. This review aims to draw on evidence from across the multidisciplinary health sector to present an educational framework for social media use in the Healthcare Education setting.

6Dv, 14:00 - 15:20, 2 September 2021

Becoming a Star Communicator

Claire Moran, Angela Lee and Dr Anne Killeth, University of East Anglia

The "Communication Star" is a new and innovative learning and assessment tool, devised for use with University of East Anglia Occupational Therapy students, designed and delivered by Occupational Therapy lecturers. This tool was developed to aid students in the understanding and acquisition of effective communication skills, designed for use in formative assessments, on placement, and as a reflective activity across the course of the degree. This poster presentation demonstrates the tool's design and ongoing evaluation. Each point on the star represents an important aspect of communication, a visual aid demonstrating the journey towards becoming a star communicator.

Live Poster Session

Posters will be on display in the virtual poster exhibition area for the full conference. Specific times for poster presentations have also been scheduled into the live programme as follows:

2A1, 15:35 - 16:05, 2 September 2021

Junior Emergency Medicine: A collaborative student-created approach to widening participation in Healthcare

Dr Navin Leanage, University of Leicester, Professor Angela O'Sullivan, De Montfort University

Despite copious funding in widening access to medicine, students from disadvantaged backgrounds are still underrepresented compared to those from more privileged backgrounds. Junior Emergency Medicine (JEM) is an outreach programme that gives participants an increased awareness of the Healthcare student experience. JEM offers a blended learning experience mixing workshops and simulations to provide an engaging and educational experience. The activity is delivered by medics over two days and to date has run for five years, reaching more than 250 Year 12/13 students who have applied as WP applicants. The success is demonstrated by the progression of students to Medicine and Nursing.

2A2, 15:35 - 16:05, 2 September 2021

Educational priorities emerging from conversations with newly qualified nurses

Finn Tysoe, Sarah Sundberg and Francesca Lis, Oxford University Hospitals NHS Trust

Thematic analysis of conversations with newly qualified nurses at 6 and 12 months post-recruitment demonstrates emergent priorities that may guide educational interventions and thereby improve wellbeing and retention.

2A3, 15:35 - 16:05, 2 September 2021

A new approach to Dental Foundation entry preparation

Dr Farima Mehrabi and Dr Alaa Daud, Bristol Dental School

A new educational strategy incorporating a video-recording reflection tool as part of a learning package to equip final year dental students with real-life clinical experiences that will not only challenge them but also provide them with an opportunity to engage with reflective learning processes and boost their confidence and preparedness for Dental Foundation Interviews. Most students reported the process to be highly beneficial in identifying gaps in knowledge, individual key strengths and weaknesses in their verbal, nonverbal and clinical communication skills.

2A4, 15:35 - 16:05, 2 September 2021

The knowledge, perceptions and experiences of adult nurses caring for adults with learning disabilities in day surgery units

Amanda Brown, Northern Health & Social Care Trust

A qualitative study exploring adult nurses caring for adults with learning disabilities in day surgery units. Semi-structured interviews were conducted with a purposive sample of 10 adult nurses from two day surgery units. Three main themes emerged from the data: (1) Preparedness; (2) Giving the best care and (3) Carers as partners. This is the first study to investigate the experiences of adult nurses who have cared for people with a learning disability in day surgery units in Northern Ireland. Whilst this study has identified areas of good practice, it has also highlighted areas that need to be further developed.