



## RCN Education Forum Virtual Conference and Exhibition | Online

Advancing equality, diversity and inclusion in nursing education

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### Book of abstracts



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# KEYNOTE SPEAKERS

## Keynote presentation (Title TBC)

**Presenter:** Professor Uduak Archibong, Professor of Diversity, Director, Centre for Inclusion and Diversity, University of Bradford

### Biography

Uduak Archibong PhD MBE is the Pro Vice-Chancellor Equality, Diversity and Inclusion (EDI), directing the Centre for Inclusion and Diversity and providing strategic oversight for equality, diversity and inclusion [EDI] across the University of Bradford. She is a Fellow of the West African College of Nursing and a Fellow of the Royal College of Nursing. She was listed in the New Year Honours list 2015 and was made a Member of the Order of the British Empire for her contributions to higher education and equality.

Recognised as a foremost authority with a sustained, distinguished presence in the field of diversity management, she is currently leading in setting agenda to drive research, learning and knowledge exchange activities internationally and has published extensively on inclusion and diversity. Informed by over 30 years' experience of working in the health and higher education sectors, her academic and professional work has major impacts locally, nationally and globally.

She led to completion a major multi-million European Commission funded gender equality research project, GENOVATE, across 7 European Universities and led the EDI elements of a multi-million European Horizon 2020 project, RRING, in collaboration with 20 international partners. Her research projects - Disrupting the disproportional disciplinary proceedings in the UK NHS and Cracking the concrete ceiling for the advancement of UK BME Academic staff have made a major contribution to shaping the agenda on race equality and informed global debates on systemic racism and other forms of structural

inequality. She is currently leading a portfolio of research on residential segregation, school segregation and factors in hate crime reporting in the city of Bradford as part of the Bradford for Everyone Programme.

### Social media

@uduakarchibong1

## Making the Invisible Visible: LGBTQ+ health within nursing and midwifery pre-registration programmes

**Presenter:** Professor Michael Brown, Professor of Nursing and Director of Graduate Studies, Queen's University Belfast, School of Nursing & Midwifery

### Biography

PhD, MSc, BSc (Hons), PGCE, RNLD, RGN, FRCN, PFHEA

Professor Brown is Professor of Nursing and Director of Graduate Studies in the School of Nursing and Midwifery at Queen's University, Belfast. A Registered Nurse in Intellectual Disabilities and Registered General Nurse, he was a Consultant Nurse and Clinical Professor in Edinburgh. An active researcher involving people with intellectual disabilities, he has undertaken studies, and published in the nursing and intellectual disability literature on, health transitions, access to healthcare, liaison nursing models and person-centred care and LGBT health. He is a Principal Fellow of the Higher Education Academy and a Fellow of the Royal College of Nursing.

### Intended learning outcomes

1. Describe the common health concerns experienced by LGBTQ+ people
2. Identify areas for development to support the inclusion of LGBTQ+ health within



nursing and midwifery pre-registration nursing programmes

3. Identify areas of curriculum development to enable the inclusion of LGBTQ+ health within nursing and midwifery pre-registration programmes

### **Recommended reading**

1. McCann, E. & Brown, M. (2018). The inclusion of LGBT+ health issues within undergraduate healthcare education and professional training programmes: A systematic review. *Nurse Education Today*, 64, 204-214.
2. McCann, E. & Brown, M. (2020). The needs of LGBTI+ people within student nurse education programmes: A new conceptualisation. *Nurse Education in Practice*, 47, 102828.
3. McCann, E., Brown, M., Hollins-Martin, C., Murray, K. and McCormick, F., 2021. The views and experiences of LGBTQ+ people regarding midwifery care: A systematic review of the international evidence. *Midwifery*, 103, p.103102.

### **Social media**

@Michael72997363

### **My story so far- but there's more**

Presenter: Angela Knight Jackson, Deputy Director Nursing Professional Development, CNO National Team, NHS England and Improvement

### **Biography**

Angela is a national leader responsible for the leadership and management of nursing professional development. She is actively engaged in developing a strong cadre of nurse and midwifery leaders to deliver the NHS Long Term Plan ambitions.

Angela's portfolio of work includes the development of senior nurses in the transition

to the ICS landscape, commissioning innovative and ground-breaking nurse development programmes with internal and external partners and the delivery of the first national CNO & CMidO Ethnic Minority Action Plan.

Angela is energised when growing leaders in healthcare and beyond, she is a leadership associate at NHS England and NHS Improvement, an Executive Coach and Mentor.

### **Intended learning outcomes**

1. Be aware of complexity of EDI – Systemic and permeates Society
2. Understand personal and professional impact
3. Identify that inclusive practice is every registrant's business

### **Recommended reading**

1. *Compassionate Leadership: Sustaining Wisdom, Humanity and Presence in Health and Social Care*, Michael West (2021)
2. *Beyond the snowy white peaks of the NHS*, Better Health Briefing Paper 39, Race Equality Foundation, Roger Kline (2015)
3. *Racist mental health nurse struck off following High Court appeal*, *Nursing Times*, 02 November 2021

### **Social media**

@AngelaKnightJa1

## Innovation in the delivery of education

### 1.1.1

#### Innovative practice learning through implementation of Future Nurse skills

**Presenter:** Laura Kingston, RN BSc MA Clin Ed, Lead Practice Education Facilitator, East Suffolk & North Essex NHS Foundation Trust, UK

**Co-presenter:** Liz Numadi, UK

#### Abstract

The Future Nurse curriculum was implemented across all universities by September 2020, falling within the first year of COVID-19 pandemic. The challenges of supporting pre-reg healthcare students through their courses with reduced face to face teaching, deployment of Practice Education Facilitators (PEFs) and disruption to practice placements delayed implementing advanced skills learning in practice. As a consequence, concerted implementation commenced in April 2021 with specific skills development training in practice linked to Trust competencies and policies. Although, clinical skills training is offered in HEI settings, our quality assurance governance required specific consideration of existing patient safety and staff clinical competence in relation to pre-registration student advanced skills development. We describe the logistical processes and the teaching and learning strategy utilised to ensure pre-registration nursing students met the Future Nurse and Nursing Associate proficiencies without an adverse patient safety impact. We will discuss added benefit from this process, e.g. recognition of

other pre-registration healthcare students previously practising advanced skills without the required competency and policy training throughout the trust.

A curriculum of skills teaching has been developed in line with Trust competencies required for qualified nursing and nursing associate staff. We have mapped student cohorts to the teaching schedule ensuring that those students further advanced in their course will have opportunity to achieve their proficiencies in a timely way, with particular consideration of apprentice timelines. Teaching methodology uses a blended learning approach including online preparation for simulated practice facilitated by PEF in face-to-face sessions. This is followed by assessment of learning in the clinical environment to demonstrate achievement of proficiencies and trust competency simultaneously allowing smooth transition to preceptorship. This teaching and learning strategy is led by PEFs working in collaboration with Trust governance systems, quality circles, practice supervisors and liaising with HEI clinical skills tutors in partner HEIs.

#### Biography

Laura Kingston is an experienced clinical nursing educator working in a large acute and community Trust, leading on practice-based curriculum development and interprofessional learning. Laura has a range of experience as an educator in practice and education settings and previously researched the implementation of innovative practice-learning models.

#### Learning Outcomes

1. Participants will explore the complex logistics and teaching/learning strategy required for student participation in

advanced skills whilst maintaining patient safety

2. Participants will be able to reflect on the interprofessional learning dynamic created through the implementation of Future Nurse advanced skills
3. Participants will consider the implications for their own practice learning environments or those of their practice partners

### **Recommended Reading**

1. Noviyanti, L.W., Handiyani, H. and Gayatri, D., (2018) Improving the implementation of patient safety by nursing students using nursing instructors trained in the use of quality circles. *BMC nursing*, 17(2), pp.9-15.
2. Li, H. et al., (2021) Major educational factors associated with nursing adverse events by nursing students undergoing clinical practice: A descriptive study.
3. RCN (2019) Developing a student learning culture available at: <https://www.rcn.org.uk/professional-development/practice-based-learning/practice-supervision>

### **1.1.2**

#### **The role of blended learning in preparing students for initial professional registration: An international, cross-sectional sequential mixed methods study.**

**Presenter:** Gillian Janes, RGN, PhD, MA, BSc (Hons), SFHEA, Associate Clinical Fellow, Manchester Metropolitan University, UK

**Co-presenter:** Mandu Ekpenyong, UK

**Authors:** Laura Serrant, UK, Henrietta Mbeah-Bankas, UK

### **Abstract**

*Background:* The global nursing and midwifery skills shortage and need for an expanded nursing workforce that is fit for contemporary care delivery, is widely acknowledged. The profession was already under immense pressure because of austerity, staff shortages and increasingly complex healthcare needs and recent events have exacerbated this.

*Aim:* To explore international experiences of using blended learning (BL) programmes to prepare nursing and midwifery students for initial professional registration to inform UK health professional education policy.

*Design:* Cross-sectional, sequential, mixed methods study

*Participants/settings:* Nursing/nurse education leaders from across International Council of Nurses regions

*Methods:* Exploratory online survey and follow-up case studies. Participants' knowledge and experiences of BL were examined along with any perceived benefits and successful strategies for addressing the associated challenges.

*Findings:* Participants reported flexibility, cost effectiveness, increased student/tutor and student/student communication and interaction as benefits of BL. Challenges included the design and use of interactive learning resources, appropriate preparation and support for staff and students, BL's potential to exacerbate otherwise hidden disadvantage and the need for multi-stakeholder cost/benefit evaluation.

*Conclusions:* Blended Learning is used globally in the pre-registration education of nurses, midwives and other healthcare professionals. These findings broadly mirror the literature, regarding the benefits BL offers students, staff and organisations and the

strategies employed to mitigate risk. As the deployment of BL expands, further work is needed to address gaps in the current evidence base regarding the practice and impact of this approach. These concern adequate preparation and support of students and staff, ensuring access to appropriate equipment and connectivity, exploration of student perceptions that online learning is of lesser value and comprehensive multi-stakeholder, exploratory evaluation to uncover any hidden factors and impact.

### **Biography**

Gillian has extensive teaching, curriculum and policy development experience, including four years as Learning and Teaching Consultant in Higher Education. Gillian was awarded a Centre of Excellence in Teaching and Learning in the Health Professions (CETL4HealthNE) Fellowship, appointed to the National Reference Group for Service Improvement and The Q Community Founding Cohort. In 2021 she was selected as a Global Nursing Leadership Institute Scholar (International Council of Nurses). Gillian is a member of the ECR Editorial Advisory Board for the Journal of Clinical Nursing and peer reviews for a number of academic journals. She publishes scholarly papers on service improvement, leadership and workforce development and has delivered invited presentations and workshops to national and international audiences. Gillian's interests include clinical leadership, clinical academic development, silences and applied research. Her expertise is in working with NHS and other health providers, developing partnerships and responding to emerging workforce development needs.

### **Learning Outcomes**

1. Participants will be able to appraise the current evidence base on the use of blended learning in preparing

nurses and midwives for initial professional registration.

2. Participants will be able to identify current opportunities and challenges in using blended learning in this context
3. Participants will be able to identify strategies for maximising the effectiveness of blended learning in the preparation of pre-registration nursing students.

### **Recommended Reading**

1. Topol, E., 2019. The Topol Review: Preparing the healthcare workforce to deliver the digital future. Health Education England.
2. Li, C., He, J., Yuan, C., Chen, B., Sun, Z., 2019. The effects of blended learning on knowledge, skills, and satisfaction in nursing students: A meta-analysis. *Nurse Education Today*. 82, 51-57.
3. McCutcheon, K., Lohan, M., Traynor, M., Martin, D., 2015. A systematic review evaluating the impact of online or blended learning vs. face-to-face learning of clinical skills in undergraduate nurse education. *Journal of Advanced Nursing*, 71, 255-270.

### **1.1.3**

#### **Around the World in 6 WHO Regions: creating and delivering a 4 week Virtual International Elective for BSc Nursing students**

**Presenter:** Jacqui Boulton, Lecturer in Nursing /Faculty lead for Student Mobility and Global Health, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care/King's College London, UK

## **Abstract**

This huge collaborative Innovation evolved in response to the COVID-19 Pandemic. As travel was paused disappointment among students at missing elective and exchange placements grew. Given that 2020 was also designated by WHO as the International Year of the Nurse and Midwife, this opportunity to develop a global mindset seemed more important than ever. As Nursing education adapted to the virtual realm the challenge of how its aims and objectives could be 'virtually' achieved weighed heavily. Would it really be possible to develop transferable skills and insights into cultural competency by creating a 'sense of being there? Necessity became the mother of invention!

The structure of the Virtual International Elective (VIE) is based on the WHO'S six world regions. Over 4 weeks, Virtual visits were made to 19 specific countries across all 6 Regions incorporating Interaction with Nurses, allied health care professionals, and students through presentations, break-out rooms, chat facilities, padlets, and Q&A sessions. Just as for an actual elective the importance of packing the necessary pre-requisites was emphasised. Flexibility, enthusiasm, and an open mind helped to create a sense of 'being there as we travelled.

This unique Innovation has been a phenomenal success. It incorporates novel approaches to teaching (including book and film 'clubs') which are sustainable and transferable. In addition to embedding cultural competency, lasting impressions, and ongoing lessons for life-long learning and patient care, it dramatically reduced the sense of isolation felt at the height of the pandemic. Unanticipated spin-offs included improved IT skills for all, widening participation (many of the 52 students attending stated that they would have struggled financially with an

'actual' international elective), and embedding equality and diversity: Students really grew in confidence and enjoyed visiting countries and continents about which they had expert knowledge.

The 2021/22 edition is currently being resourced!

## **Biography**

Jacqui Boulton is a Lecturer in Nursing at King's and the Faculty lead for Student mobility and Electives. Her background is that of a Nurse, Midwife and Medical Anthropologist. She is also a link lecturer for various hospital and community placements within Guys and St Thomas' Healthcare Trust. Jacqui is also on the editorial board of the British Journal of Nursing, an external reviewer of the Diploma in Tropical Nursing (LSTHTM) and a co-founder of a UK Charity promoting Palliative Care in Sierra Leone Jacqui is passionate about facilitating opportunities for students to experience health care in different contexts. Prior to the Pandemic she had greatly increased uptake of electives and developed new international exchange opportunities. By facilitating and enabling others to experience and critically reflect upon sickness and healthcare delivery from a global perspective, she believes the core values and skills at the heart of nursing are greatly enhanced.

## **Learning Outcomes**

1. To experience the challenges of Nursing in different settings throughout the world by creating a sense of 'being there'.
2. To develop cultural competency, critical thinking and enhance patient care 'at home' through awareness of differing perspectives and approaches to the causes and treatment of ill health

3. To embed the vision of 'Nursing Now' in its broadest sense and to widen student participation in international electives with a focus on Equality and Diversity.

### **Recommended Reading**

1. Factfulness: Ten Reasons We're Wrong about the World--And Why Things Are Better Than You Think (Rosling et al 2018)
2. Global Health Nursing: Narratives from the Field (Harlan C ed 2014)
3. The State of the Worlds Nursing Report (WHO 2020)

## **Inclusion & equality in learning, teaching & assessment**

### **1.2.1**

#### **Looking after the mental health of health students. Are you feeling stressed?**

**Presenter:** Nageen Mustafa, PhD, Research Associate, Keele University, UK

**Co-presenters:** Julie Green, UK, Jaime Mumvuri, UK, Peter Lonsdale, UK, Pauline Walsh, UK

#### **Abstract**

Students undertaking health programmes within higher education institutions (HEIs) are exposed to a range of challenging experiences across the duration of their programmes. Challenges may come from their clinical placements and/or the theory components of their programme.

**Methods:** This simple infographic/animation has been developed to explain to health students the potential challenges they will face during their programme. The

infographic/animation will make them aware of the impact of undertaking a health professional programme and highlight the recognition of deteriorating personal mental health, methods of self-help and professional support services available. The transferable resource will address issues and potential solutions and to ensure relevance to other HEIs, advice and reference to support services will be generic.

**Results/Discussion:** The development of 'professional competence' is complex and, against the backdrop of substantial change in the delivery of healthcare, challenges in both theoretical programme delivery and placement experience are present for health students across the full range of programmes (Mackenzie et al, 2011). The range of clinical challenges for students undertaking health programmes including exposure to death and dying, increased patient acuity and complex care, the need to provide emotional support, shorter in-patient stay, constrained resources, lower staff ratios and compassion fatigue increase the challenges faced. In addition, add the self-perception of clinical competency, staff attitudes and expectations (Gibbons et al, 2010).

**Conclusion:** This infographic/animation will be launched and will highlight the need to recognise deteriorating personal mental health, the methods of self-help and the professional support services available.

Gibbons, C., Dempster, M. and Moutray, M., 2008. Stress and eustress in nursing students. *Journal of Advanced Nursing*, 61(3), p.282-290.

Mackenzie, S. et al., 2011. Depression and suicide ideation among students accessing campus health care. *American journal of orthopsychiatry*, 81(1), p.101.

## Biography

Nageen graduated from Keele University in 2004 with a BSc Psychology & English Dual Honours Degree. Following this, Nageen completed an MSc in Applied Psychology in 2005 at the University of Manchester. In 2006, Nageen was awarded a scholarship to undertake a PhD in Health Psychology at Staffordshire University. In 2010, after being awarded her Doctorate, Nageen began working at The Centre for Ageing and Mental Health at Staffordshire University. Nageen joined the Faculty of Medicine and Health Sciences at Keele University in 2015.

## Learning Outcomes

1. To understand the impact of theory on students' mental health
2. To understand the impact of placements on students' mental health
3. To provide effective signposting in a simple resource

## Recommended Reading

1. Gibbons, C., Dempster, M. and Moutray, M., 2008. Stress and eustress in nursing students. *Journal of Advanced Nursing*, 61(3), p.282-290.
2. Mackenzie, S., Wiegel, J.R., Mundt, M., Brown, D., Saewyc, E., Heiligenstein, E., Harahan, B. and Fleming, M., 2011. Depression and suicide ideation among students accessing campus health care. *American journal of orthopsychiatry*, 81(1), p.101.
3. Galvin, J., Suominen, E., Morgan, C., O'Connell, E. J., & Smith, A. P. (2015). Mental health nursing students' experiences of stress during training: a thematic analysis of qualitative interviews. *Journal of psychiatric and*

*mental health nursing*, 22(10), 773-783.

## 1.2.2

### Hearing student voices to develop inclusion and equality in learning, teaching and assessment

**Presenter:** Nicola Morrell-Scott, PhD, RNA, Programme manager pre-registration nursing, Liverpool John Moores University, UK

**Co-presenters:** Joanna Lavery, UK, Sharon Riverol, UK, Christine Roberts, UK

#### Abstract

The issue of inclusion and equality is one of the central tenets of life within society. It is well known that there is an attainment gap with students from BAME groups (Universities UK, 2019), yet there is an increasing agenda to ensure that higher education institutions will work towards widening participation for students. This research study was a collaboration between academic staff and student nurses, from a HEI in the North West of England, and the aim of which was to hear the voices of students from marginalised groups to put into practice some positive outcomes which was student led to break down any barriers, and allow for students within minority groups to feel included in a meaningful and sensitive way. Inclusion is described as an ongoing process in which barriers will be overcome to allow for participation and (UNESCO, 2017) and it was this learning through inclusion and collaboration that we were keen to encourage.

Students were purposively recruited to be part of the research and undertook focus groups. The focus groups were thematically analysed. There were four themes which were



apparent, these were accessibility to resources and support, actions and behaviours, communication, and education and training. It was clear that students felt fearful within practice regarding raising concerns yet felt that their university education encouraged inclusivity.

Outcomes of the research were to continue to work with the student groups to actively support their equality, and to develop student led roles which would bridge the gap between university and practice to ensure equal opportunity and inclusivity which would apply to students in the same way as practice staff.

UNESCO (2017). A guide for ensuring inclusion and equity in education. Paris: UNESCO.

Universities UK (2019) BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES: #CLOSINGTHEGAP.

### **Biography**

Nicola has worked at Liverpool John Moores University since 2015. Nicola has led the Pre-registration Nursing team since 2019. Prior to employment at LJMU Nicola has worked within other North West Universities in a variety of roles. Nicola's clinical experience is in critical care, where her specialties include cardiothoracic critical care, alongside general critical care. Nicola continues to maintain her clinical credibility through still working clinically in critical care. Nicola currently leads the post registration critical care courses and the MA Nursing programmes. Nicola successfully completed her PhD at Lancaster University in 2017 and her research interests include amongst other things, student experience, curriculum design, teaching and learning, preparation for professional practice and the links between nurse education and work within nursing for the 21st century.

### **Learning Outcomes**

1. To understand what can be implemented to support students on a pre-registration nursing programme
2. To allow for students within minority groups to feel included in a meaningful and sensitive way.

### **Recommended Reading**

1. Universities UK (2019) BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES: #CLOSINGTHEGAP.
2. UNESCO (2017). A guide for ensuring inclusion and equity in education. Paris: UNESCO.
3. NMC Providing inclusive and tailored learning experiences that enable students to meet their learning outcomes

### **1.2.3**

#### **Action Research Project to Enhance Support for International New Staff Nurses on Paediatric Critical Care**

**Presenter:** Vicki Simmonds, RCN, PG Cert Education, Education and Development Practitioner , Manchester Foundation Trust, UK

#### **Abstract**

Promotion of Inclusion and Equality within our large PCC team.

Having received feedback about the difficulties of working within our large team as an international new starter it was identified that we need to adapt and add to our New Starter Curriculum to provide support for the unique challenges involved in working in a culture not your own.



We gathered further information identifying the needs within our team by sending out questionnaires to our senior team and research was carried out to investigate what factors were involved in ensuring a smooth transition into a new culture's workforce. Using this evidence and the experience of work carried out in the private sector we created an intervention identifying 3 areas where there are cross-cultural barriers: communication, leading and disagreeing.

Sessions were run with International New Starters participating and feeding back their experiences and expectations. Discussions in these groups revealed areas where they could be better supported and gave our new starters better information and insight into working within our team.

Particular application was given to how these cross-cultural differences were creating barriers during ward rounds and in relation to communication within the medical team and patient families. The expectations of the role of the critical care nurse, especially regarding the different 'norms' that were highlighted during the initial part of our cross-cultural session helped feed into discussions about both real and potential problems that have/could result in poor communication and difficulties integrating onto our team.

We have spread this work to include our senior nursing team as well as other departments and educators within RMCH.

### **Biography**

Vicki Simmonds has worked within Paediatric Critical Care for 15 years, most recently as part of the Education team at the Royal Manchester Children's Hospital PCC. As part of her PG Certificate in Education she undertook an Action Research Project to improve and enhance Cross-cultural Communication within

her team. This has led her to spread this learning to other departments within the hospital and she is keen to help other teams promote positive communication and learn from her findings.

### **Learning Outcomes**

1. Understanding of how different cultural backgrounds affects the way we work in a team
2. Learning ways of overcoming the cultural barriers that can be present when working in a diverse team

### **Recommended Reading**

1. The Culture Map by Erin Meyer
2. Ryan, J. (2011) Teaching and Learning for International Students: Towards a Transcultural Approach. Teachers and Teaching Theory and Practice. 17 (6) pp.631-648
3. Vardaman, s. and Mastel-Smith, B. (2016) The Transition of International Nursing Students. Teaching and Learning in Nursing 11 pp 34-43

## **Partnership working and collaboration**

### **1.3.1**

### **Work Based Learning - King's College London, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care & Guys and St Thomas NHS Foundation Trust**

**Presenter:** Amanda McNaughton, RN, BSc, MSc, Nurse Teacher ,Lecturer in Adult Nursing, King's College London, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, UK

**Co-presenter:** Fiona Hibberts, UK

## **Abstract**

Work Based Learning (WBL) is a collaborative approach to continuing professional development (CPD) responsive to the needs of 21<sup>st</sup> century health care delivery.

Collaboration and mutual respect are key to facilitate partnership between clinical specialists and pedagogic experts to develop and deliver WBL which is flexible, responsive and enables real time and real-world evidence-based practice. This agile and flexible approach has been a strength in the COVID-19 pandemic and enabled education for an extensive range of specialities to continue throughout.

King's College London, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (the Faculty) work in partnership with a range of healthcare providers across England and Wales to develop and deliver WBL to ensure student success and influence high quality patient care. This has built on existing relationships between the Faculty and healthcare providers. Our WBL approach has built into a successful, meaningful, and well subscribed method of CPD. The flexibility of WBL has enabled focused CPD for example Systemic Anti-Cancer Therapy (SACT). In contrast generic modules facilitate learners to develop in more specialist areas of practice, for example paediatric nephro-urology, both are national courses delivered in partnership with Guy's and St Thomas NHS Foundation Trust. A portfolio using reflection links the learners' journey of knowledge and skills acquisition and the application to practice. Successful completion of the portfolio provides academic credit.

Learners are appreciative of the WBL opportunity as reflected in the feedback:

“Firstly, thank you, for your support with our cohort and for your time throughout my journey of the course “

WBL develops knowledge, is cost effective, affords a better work/life balance as well as offering learners support and growth in their learning journey. For many the successful completion of WBL provides the confidence to continue with academic study.

## **Biography**

Amanda McNaughton Amanda is an experienced lecturer and clinical practitioner and has worked in a variety of clinical settings, with Cardiac Nursing being her specialist field. She has always had an interest in nurse education particularly specialist practice, which was reflected in her MSc Cardiology. Amanda has a PGC in Higher Education and has been a lecturer at King's since 2002. Her main pedagogical interests focus on the application of theory to practice. Amanda has an in-depth understanding of the theoretical foundations that underpin nurse education which enables her to effectively encourage students to synthesise and apply evidence to practice. Amanda is Faculty lead for Work Based Learning and programme lead for BSc Clinical Practice. She currently teaches across the curricula at both undergraduate and post-graduate level.

## **Learning Outcomes**

1. An exploration of the contribution of partnership and mutual respect to WBL
2. An exploration of approaches to facilitating student success

## **Recommended Reading**

1. Work-Based Learning Student Handbook, 2020 Heyler et al
2. Reflective Practice: Writing and professional Development, 2018 Bolton & Delderfield

### 1.3.2

## National priorities and college education: practitioner pipelines and policy influence

Presenter: Mark McCahill, MRes, MA (Hons), PGCE, Policy Officer, Colleges Scotland, UK

### Abstract

The place of policy creation and policy influence in the national priorities of the 4-Nation governments should bear witness to the 'voice' of prospective and frontline nursing practitioners and nursing managers. The Royal College of Nursing already operates effectively for aspects of this, however, when political agenda setting looks at national outcomes expected of the nursing profession, under assumed positive intended aims of politically influenced policy, or in the application (or review) of National Occupational Standards (NOS), the balance of student and current practitioner voice input to actual policy development can be somewhat hazy. This has a direct impact upon perception of the nursing profession and to the value of prospective and current practitioners providing input, whether that be to the 'pipeline supply' landscape in which colleges operate or to clear policy overlaps against national priorities coming from this. Colleges in Scotland work very effectively in this space and are involved in awareness raising of the vital requirement for all options of practitioner supply: direct degree course entry, Access courses, articulation arrangements linked to widening access, and progression pathways.

By tying the value of prospective and current practitioners and their practice-driven perspectives to policy development and change - alongside considerable future potential from prospective practitioner voice - the opportunity exists to add meaningful

engagement and influence to the role, both prior to registration and within the Continuing Professional Development possibilities often overlooked in the policy landscape. When practitioners are merely expected 'to do' rather than 'to think', the balance of input versus output can result in a loss of ownership and engagement; by providing an environment in which policy creation and influence can exist for all invested voices, external perceptions and political changes can then manifest themselves as proactive, meaningful, and informed rather than imposed.

### Biography

Mark McCahill is a Policy Officer for Colleges Scotland, the membership body providing the collective sector voice of the 26 colleges in Scotland who deliver further education (FE) and around 24% of all higher education (HE) provision in Scotland. Mark's role is to help Colleges Scotland represent the interests of its members, ensuring that colleges are at the heart of a world class education sector that is recognised, valued and available to all. Mark has a background in student recruitment and support, including previous responsibility for Healthcare recruitment that dealt with Access and student pipeline for the Nursing profession. He is involved in several strategic national working groups relating to student education, support and progression, promoting the use of policy work that is inclusive of student voice as a means of achieving sector priorities.

### Learning Outcomes

1. Understand the value of prospective and current practitioner voice in policy development.
2. Articulate training and current operational demand exemplars as areas for policy change.

3. Contribute to sectoral policy creation and engage with policy influence mechanisms.

#### **Recommended Reading**

1. Advancing innovation in the public sector: Aligning innovation measurement with policy goals, Research Policy (2019)
2. Nursing education policy and funding in England, RCN (2019)
3. Future challenges for nursing education – A European perspective (2010)

## Quality in the face of challenge

### 2.1.1

#### Fitness to Practice maintaining standards in practice learning

**Presenter:** Liz Numadi, RGN RSCN PG DipEd MSc, Lead Practice Education Facilitator, East Suffolk & North Essex Foundation Trust, UK

**Co-presenter:** Laura Kingston, UK

#### Abstract

Between 2018 and to date the Practice Education Facilitator team at our Trust have requested consideration of Fitness to Practice in relation to 15 pre-registration students from across professions with their respective universities. Our aim is to explore the experience for clinical staff and pre-registration students when a fitness to practice process is initiated and investigated. We will be presenting qualitative evidence of this student cohort including demographic data and reasons for referral, which include matters involving the police, falsification of documents and risk to patients. Our fitness to practice journeys will be shared relating to staff experience including feelings expressed when 'very saddened', 'guilty' and conflict that can occur in failing a student or in a more extreme situation requesting fitness to practice investigation. Our experience of fitness to practice with the students has highlighted a response of denial and defensiveness from students, their families, and our colleagues in HEIs in the first instance. Thorough contemporary data collection has been key in those experiences that were more contentious in order for all involved to move to a more shared appreciation of the risks to patient safety.

We will further explore the context of fitness to practice during HEE clinical placement expansion and Covid 19 pandemic with

changes to practice learning under the emergency education standards; as we have seen an increased number of referrals than previously. We have also reviewed the data in the context of rising awareness of racism within the NHS and HEI sector and any potential learning that should be gained from this cohort's experience to improve equality and inclusion. Our presentation will highlight the fitness to practice outcomes for these 15 students and seek to address lessons learnt.

#### Biography

Liz is an experienced nurse and educator with previous roles in nursing as a clinician and nurse manager in the NHS, as a senior lecturer for pre-registration nursing courses, an operations manager for a charity based in West Africa in relation to healthcare and currently as a Lead Practice Education Facilitator for an NHS Trust. Liz and her colleagues have been proactive in developing practice learning in their Trust and seeking to influence the practice learning culture to empower learners and staff alike.

#### Learning Outcomes

1. By the end of the session participants will have explored the Fitness to Practice process with a greater understanding of why students might be referred from practice and what outcomes this might have for clinical staff and students.
2. By the end of the session participants will have been challenged to explore their own practice learning in relation to pre-registration students and what changes, if any, they would seek to implement to increase patient safety and professional conduct in practice learning.
3. By the end of the session participants will be able to reflect on the impact of circumstance and context in relation

to Fitness to Practice in practice learning.

### Recommended Reading

1. Maben et al. (2021) Living life in limbo: experiences of healthcare professionals during the HCPC fitness to practice investigation process in the UK; BMC Health Services Research (2021) 21:839  
<https://doi.org/10.1186/s12913-021-06785-7>
2. Professional Standards Authority for Health and Social Care (2020) The patient and public perspective on future fitness to practise processes; [online] accessed 20/10/21  
[https://www.professionalstandards.org.uk/docs/default-source/publications/research-paper/patient-and-public-perspectives-on-future-fitness-to-practise-processes.pdf?sfvrsn=36897620\\_5\\_01](https://www.professionalstandards.org.uk/docs/default-source/publications/research-paper/patient-and-public-perspectives-on-future-fitness-to-practise-processes.pdf?sfvrsn=36897620_5_01) May 2020
3. Worsley et al., (2020) Protecting the Public? An Analysis of Professional Regulation—Comparing Outcomes in Fitness to Practice Proceedings for Social Workers, Nurses, and Doctors; The British Journal of Social Work (2020) 50, 1871–1889 doi: 10.1093/bjsw/bcaa079 Advance Access Publication August 21, 2020

### 2.1.2

#### **A quality assurance review of the Nuffield Health Preceptorship Programme. Responding to changing standards for Preceptorship.**

**Presenter:** Rachel Berridge, BSc Adult Nursing, Learning and Development Trainer, Nuffield Health, UK

**Co-presenter:** Chris Davis, UK

### Abstract

#### Introduction

Our Preceptorship has grown from strength-to-strength, recently achieving ‘Preceptorship of the Year’ at the Nursing Times Workforce Awards. However, it wasn’t benchmarked against new Nursing and Midwifery Council (NMC) standards and required periodic review against existing standards. The aim of this quality assurance review (QAR) was to understand programme compliance and ensure future programmes met required standards.

#### Methodology

An audit methodology was used. Horizon scanning identified all national standards to benchmark our Preceptorship against. These were incorporated into a QAR matrix and compliance was measured. For non-compliant standards, action plans were established, and SMART goals were set. A repeat audit took place once goals were achieved to gauge final compliance.

#### Results

Four national standards were identified including Nursing and Midwifery Council (NMC), Department of Health (DOH), Capital Nurse and Health Education England (HEE). Initial QAR results showed our historic Preceptorship was moderately compliant against standards (NMC: 65%; DOH: 55%; HEE: 71%; Capital Nurse: 80%).

Areas of required focus were Preceptorship policy, wellbeing support for Preceptees and developmental support for Preceptors.

Repeat QAR results demonstrated significantly increased compliance against the four standards (NMC: 92%; DOH: 90%; HEE: 100%; Capital Nurse: 100%).

## Impact

By implementing changes identified in the QAR, we improved the quality of our Preceptorship. Validity and clarity was added to the programme, and key governance processes were enhanced enabling a more holistic and well-rounded offering.

An important aspect was recognising the need to increase support we offered Preceptors to allow them to fulfil their role. Our new Preceptor Support Programme not only meets required standards but sets Preceptors up for success in such an integral role.

## Conclusion

This QAR demonstrated areas of opportunity to improve compliance against national standards. Addressing areas of low compliance will improve the quality of our Preceptorship and the support available to all involved.

## Biography

Rachel Berridge is a Learning and Development (L&D) Trainer working in Clinical Education at Nuffield Health. A nurse by background, she qualified from the University of Leeds, before joining Nuffield as a newly qualified Staff Nurse on the Preceptorship Programme. She went on to become a Preceptor for newly qualified nurses, also a practice supervisor and assessor for student nurses. She developed a passion for teaching and went on to pursue her career in clinical education. Rachel joined the L&D team on the International Recruitment project, supporting with NMC OSCE preparation. Supporting newly qualified and registered practitioners remained her passion, and shortly after, Rachel stepped into the Clinical Education side of the team to support with reforming the Preceptorship Programme. A key element of the programme Rachel especially champions is staff wellbeing and aims to launch physical

and emotional wellbeing sessions in future Preceptorship cohorts.

## Learning Outcomes

1. To understand our audit and quality assurance review processes utilised in Preceptorship
2. To identify our key areas of focus to drive compliance and improve quality

## Recommended Reading

1. Principles for Preceptorship (2020), Nursing and Midwifery Council
2. Preceptorship Framework (2020), Capital Nurse
3. Preceptorship Framework for Newly Registered Nurses, Midwives and Allied Health Professionals (2010), Department of Health

## Innovation in the delivery of Education

### 2.2.1

## Introduction of Schwartz Rounds in a Higher Education Setting

**Presenter:** Brendan Garry, MSc, BSc, PgDip, PgCert, RN, DN, RNT, FHEA, MAcadMED, Lecturer in Nursing, The University of Manchester, UK

## Abstract

**Background:** Schwartz rounds provide a multidisciplinary space for academics, professional services staff, healthcare staff and students to come together and reflect on the emotional and social challenges of care in a supportive, confidential, and transformative environment. Results from a realist informed mixed-methods evaluation of Schwartz rounds by Maben et al (2018 p. 1) suggest they “offer a unique support for staff and positively influence staff well-being”.

**Aim:** To reduce feelings of stress and isolation, improve multi-disciplinary communication and increase levels of compassion for ourselves and one another.

**Method:** The University introduced Schwartz rounds for healthcare students from across the Faculty of Biology, Medicine and Health which are led by trained facilitators. Due to Covid-19 restrictions rounds were adapted and moved to synchronous online sessions. The rounds begin with a grounding session to help attendees decompress. During the round, invited panel members share their prepared stories based on topics such as 'is there such a thing as a good death'. Facilitators then use their expertise to guide the reflective discussion and attend to the emotional aspects of care.

**Findings:** Approximately 100 students have highly evaluated this innovative opportunity of engagement in a community of practice that supports continuous professional development. Most attendees gained increased insight of how others think and feel about providing care and feel more aware of the role of compassion in caring for patients.

**Discussion:** The emotional wellbeing of healthcare students must continue to be a priority in order to improve levels of compassion. It is apparent there is a need for creating safe and supportive communities of learning and practice in education. More safe spaces where healthcare students can feel supported to reflect and explore some of the more emotional aspects of their roles could only be a welcome investment in terms of student experience and development.

#### **Biography**

Brendan Garry is a Lecturer in Nursing in the Faculty of Biology, Medicine and Health at the University of Manchester. He holds

registration as an Adult nurse and a Specialist Practitioner qualification as a District Nurse. His teaching career started in King's College London in the Florence Nightingale Faculty of Nursing, Midwifery and Palliative care. Having joined the University of Manchester, he now contributes to various educational activities within the Faculty.

#### **Learning Outcomes**

1. Gain an understanding of the role of reflective discussion in improving levels of compassion
2. Gain an understanding of the role of Schwartz Rounds in supporting well-being in educational settings

#### **Recommended Reading**

1. Maben J, Taylor C, Dawson J, et al. A realist informed mixed-methods evaluation of Schwartz Center Rounds® in England. Southampton (UK): NIHR Journals Library; 2018 Nov. (Health Services and Delivery Research, No. 6.37.) Chapter 9, Discussion and conclusions. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK533078/>
2. Jakimowicz, S. and Maben, J., 2020. "I can't stop thinking about it": Schwartz Rounds® an intervention to support students and higher education staff with emotional, social and ethical experiences at work. Journal of Clinical Nursing.

## **Innovation in the delivery of Education**

### **2.2.2**

#### **Introducing Sustainable Quality Improvement into nursing education.**

Presenter: Siobhan Parslow-Williams, Adult Nursing BSc Hons (First class honours), Quality



Improvement Education Lead, The Centre for Sustainable Healthcare, UK

Co-presenter: Heather Baid, UK

### **Abstract**

This oral presentation will explain what the Sustainable Quality Improvement framework is and how it has been introduced into nursing education in England as part of an ongoing project funded by Health Education England, The Health Foundation and Kings College London. It will explain how Sustainable Quality Improvement was delivered to nursing students using the case studies from 2020-2022 in both undergraduate and postgraduate nursing education and the student feedback received. This oral presentation will also signpost attendees to free resources aimed at students wishing to implement SusQI projects in practice and also signpost to a new free open access downloadable educator pack for those interested in introducing the SusQI framework into their own teaching. The Sustainable Quality Improvement (SusQI) framework designed by the Centre for Sustainable Healthcare, is an approach to improving healthcare holistically and offers a practical way to create incremental change towards a more ethical, environmentally sustainable healthcare system. The Centre for Sustainable Healthcare (CSH) developed the Sustainability in Quality Improvement (QI) Education project to equip health professionals to innovate for a more environmentally, socially, and financially sustainable health service, whilst maximising patient and population health outcome. The project's primary aim is to integrate environmental sustainability into current QI teaching in order to improve the knowledge and skills required for sustainable healthcare

### **Biography**

Siobhan Parslow-Williams is the Quality Improvement Education Lead at the Centre for Sustainable Healthcare. She is a registered nurse and currently project managing and teaching the Sustainable Quality Improvement Education project across England. Siobhan also manages the Green Nurse Network, which is an informal, online community for nurses, students and nurse educators who take the threats from climate change seriously and wish to work together to establish what this means for nursing practice.

### **Learning Outcomes**

1. Apply sustainable healthcare concepts to quality improvement education.
2. Identify ways to use SusQI to increase learners' motivation for healthcare improvement.
3. Outline the steps for integrating sustainability into quality improvement: defining the problem, setting goals, studying the system, designing the improvement effort, and measuring impacts using the triple bottom line.

### **Recommended Reading**

1. Delivering a Net Zero National Health Service Report (2020) NHS England.
2. Mortimer, Frances & Isherwood, Jennifer & Wilkinson, Alexander & Vaux, Emma. (2018). QUALITY IMPROVEMENT Sustainability in quality improvement: redefining value. *Future healthcare journal*. 5. 10.7861/futurehosp.5-2-88.
3. Clery, Philippa & Smith, Stuart & Marsden, Oliver & Leedham-Green, Kay. (2021). Sustainability in quality improvement (SusQI): a case-study in undergraduate medical education. *BMC Medical Education*. 21. 10.1186/s12909-021-02817-2.

## Student experience

### 2.3.1

#### Developing global citizenship in student nursing

**Presenter:** Kirsty Marshall, Prof Doc in Health and Social care, MSc District Nursing, RN, Senior Lecturer, University of Salford, [UK](#)

##### Abstract

Becoming aware of their place in the global nursing community enables student nurses to gain a greater understanding of themselves, their communities, and the people they care for. We are committed to providing all our students with a range of opportunities for internationalisation at home and abroad.

As part of the University of Salford nurse curriculum, we have embedded a strong ethos of internationalisation and global citizenship. The approach provides students with the opportunity to explore interconnectedness, diversity and culture in the wider world and their local communities with the aim of influencing and enhancing their practice.

Students are encouraged to gain a greater knowledge and understanding of communities and their place within them, and we aim for students to develop skills that enable them to take an active role in their community and work with others to make their practice and the world a fairer and kinder place.

As a team we have taken a strategic and comprehensive approach to ensure all students have opportunities to be involved in international activities. Our approach includes embedding enrichment activities within our curriculum and working with students to understand global citizenship and its importance in nursing practice and personal development. We have developed exchange weeks with an international partner, in 2019

we welcomed a group of Dutch nursing students to the university for 1 week. Our student-led the week developing and running simulation, leading seminars, and presenting lecturers. During the Covid-19 period, we moved online presenting in international exchange lecturers and hosting an international study day with participants from around the world including Bahrain, USA, and Finland. We also offer international placements to 3rd-year student nurses so they can experience working in different health systems. Throughout the programme, students are able to explore global issues to understand their local practice.

##### Biography

I am a district nurse and senior lecturer; I work as part of a large school of health and society in north-west of the UK and as part of my role I work as part of the international nursing team. Since commencing my lecturing role, I have successfully developed links with several countries including developing the Erasmus a link with Finland and Utrecht, developing of international learning opportunities (learning weeks) and working on International bids. As part of my role, I lead the directorate development of the international agenda. My doctoral research used an ethnographic approach which utilised interviews, fieldwork, and in-depth conversational approaches to gain a deep insight into a case area within a larger integrated care organisation.

##### Learning Outcomes

1. To gain knowledge of how global citizenship development supports student nurses to improve their practice
2. Increase knowledge of a range of diverse and innovative approaches to inclusive nursing education
3. Apply a range of concepts and theories to internationalisation in nurse education

### Recommended Reading

1. Mill, J., Astle, B. J., Ogilvie, L., & Gastaldo, D. (2010). Linking global citizenship, undergraduate nursing education, and professional nursing: Curricular innovation in the 21st century. *Advances in Nursing Science*, 33(3), E1-E11.
2. Gaber, S. *Global Citizenship in Nursing*. Lulu. com.
3. Aguilar-González, A., Ahokas, A., Alcaro, A., Angelini, M. L., Boyd, S., Brown, N., ... & Grande, S. (2017). *Engaging Dissonance: Developing Mindful Global Citizenship in Higher Education*.

### 2.3.2

#### Understanding the value of a PhD for post-doctoral registered UK nurses: a cross-sectional survey

**Presenter:** Steven Robertson, RGN, RHV, BSc (hons), PhD, Research Programme Director, Strategic Research Alliance (SRA), University of Sheffield, UK

**Co-presenter:** Tony Ryan, UK

**Authors:** Susan Hampshire, UK, Jo Cooke, UK, Emily Wood, UK

#### Abstract

**Introduction:** Little is known about what happens to the careers of nurses who undertake a doctorate, and whether they use these skills in their next career steps. This study investigated: "What is the perceived value of a PhD to doctoral and postdoctoral nurses in the UK?"

**Methods:** Nurses (n= 47) and allied health professionals (n=167) with doctorates were recruited to complete an online survey via professional networks and a twitter account @NMAHP\_DoctorateStudy. The online survey was active for just over a month (Feb-March 2019) and recruited from across the UK.

Correlation analysis (Pearson's correlation) was conducted on key variables identified from the literature to consider differences and similarities between nurses and AHPs. Qualitative responses from the nurses only were analysed using thematic analysis.

**Findings:** There were few differences between the two groups, but the career path of postdoctoral nurses was significantly ( $p<0.05$ ) more academic than the other professions. Three themes exploring nurses experiences emerged from the qualitative analysis; Impact on career, Utilisation and value of the doctorate, Impact on self.

**Implications:** Nurse leaders, including nurse managers, can play a crucial role in generating research led culture within their clinical setting that promotes PhD and post-doctoral value. Crucially, this would include promoting an understanding of research as something directly related to patient benefit rather than an abstract, distant, intellectual activity.

#### Biography

Steve worked for several years in intensive care, coronary care and cardiac surgery before training, qualifying and working as a health visitor in 1994. He has worked exclusively in research since 1999 completing PhD and ESRC/MRC interdisciplinary postdoctoral awards at Lancaster University. Since 2018 he has been the Research Programme Director for the RCN funded Strategic Research Alliance (SRA) based at the University of Sheffield. The SRA has three main strands of work on nursing workforce, levels of nursing practice and nursing education.

#### Learning Outcomes

1. Understand more about the PhD and postdoctoral experiences of nurses

2. Reflexively consider the implications of these experiences for your own clinical setting

### **Recommended Reading**

1. View of International Perspectives of Nurses, Midwives and Allied Health Professionals Clinical Academic Roles: Are We at Tipping Point?
2. A qualitative systematic review and thematic synthesis exploring the impacts of clinical academic activity by healthcare professionals outside medicine
3. A mixed-methods study of challenges and benefits of clinical academic careers for nurses, midwives and allied health professionals

## **Innovation in the delivery of Education**

### **2.4.2**

#### **Can virtual simulation improve smoking cessation knowledge and skills among nursing students? The INSTRUCT project**

**Presenter:** Maria Jose Duaso, PhD, Senior Lecturer, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care/King's College London, UK

**Authors:** Sandra Tricas-Sauras, Belgium, Miren Idoia, Pardavila-Belio, Martinez Cristina, Carmen Moreno Arroyo, Jordi Vilaplana, Spain, Teresa Barroso, Portugal

#### **Abstract**

Treating tobacco dependence is both effective and cost-effective and is supported by a solid body of evidence. Nurses play a vital role in helping smokers to quit, but substantial curricular gaps have been identified in the smoking cessation

training of undergraduate students. Increased curricular coverage including practical skills training and assessment is needed to ensure healthcare

students are equipped with the necessary knowledge and skills to contribute to the challenge of treating tobacco dependence and reducing the burden of tobacco-related diseases.

Virtual simulation has been applied to different topics, but mainly focusing on specific skills such as: hand-washing training, blood taking, or intramuscular injections and not so much on the training of communication and behavioural change skills as in the case of tobacco cessation.

INSTRUCT, a theoretically guided educational programme, has been designed to impart the necessary smoking cessation knowledge, skills, and competencies that nurses should acquire before working in a clinical setting. The programme is an open educational resource (OER) composed of 5 theoretical modules and 3 virtual simulation cases. It has been developed in partnership with 8 higher education and research institutions in Europe and funded by Erasmus + (European Commission). A mixed-methods evaluation is taking place involving academic staff and students. Questionnaires have been used to assess students' satisfaction, knowledge, attitudes, behaviours, and organizational aspects before and after the course. Focus group interviews will take place to examine views of academic staff and implementation experiences across the UK, Spain, Portugal, and Belgium

Available in 4 languages, a total of 1017 students have enrolled into the programme. A versatile course, INTRUCT has been integrated into the pre-registration curriculum in a variety of formats including clinical hours as a

practicum (UK), optional learning (Belgium) of as part of a compulsory subject (Portugal and Spain).

### Biography

Maria Duaso has 20 years of experience in the organisation and delivery of nursing programmes, having worked at the University of Navarre (Spain), University of Reading and King's College London. She currently leads the MRes in Clinical Research and teaches UG and PG courses on a range of topics including health promotion, public health, epidemiology and research methods. Her research seeks to reduce the harms associated with tobacco by understanding the factors that influence the uptake, adoption, and implementation of tobacco control interventions.

### Learning Outcomes

1. To discuss the opportunities and challenges of developing and implementing nursing educational resources across different countries in Europe
2. To discuss and reflect on how the COVID-19 pandemic has acted as a catalyst for the implementation virtual simulation in Nursing education

### Recommended Reading

1. Fealy, S., Jones, D., Hutton, A., Graham, K., McNeill, L., Sweet, L., & Hazelton, M. (2019). The integration of immersive virtual reality in tertiary nursing and midwifery education: A scoping review. *Nurse Education Today*, 79(January), 14–19. <https://doi.org/10.1016/j.nedt.2019.05.002>
2. Petersen, A. B., Meyer, B., Sachs, B. L., Bialous, S. A., & Cataldo, J. K. (2017). Preparing nurses to intervene in the tobacco epidemic: Developing a model for faculty development and

curriculum redesign. *Nurse education in practice*, 25, 29–35.

<https://doi.org/10.1016/j.nepr.2017.04.005>

### 2.4.2

#### Enhancing the experience of International nurses

Presenter: Christine Mckenzie Professional Lead for Education and Learning RCN

Co-presenter: Estephanie Dunn RCN Regional Director Northwest Region

#### Abstract

This session aims to look at the experience of international nurses and highlight good practice in supporting international nurses to achieve their career aspirations whilst been recognised as a valued member of the nursing team. It is well known that the pastoral support programme is an invaluable part in the initial transition for international nurses, coming to the UK. However there continues to be huge variation in the quality and content of these programmes, which means that the international nurses experience varies and is often reported negatively.

Internationally recruited nursing staff make vital contributions to the UK's health and care services, and in improving the health and wellbeing of the population. At present, there are 131,640 international nurses on the Nursing and Midwifery Council register. International recruitment continues to be pivotal to Government's plans to fill workforce gaps[i].

International nurses report having to work harder and not always having access to continuing professional development to achieve their career aspirations. The Royal College of Nursing (RCN) is committed to supporting our members and organisations to ensure that international nurses are

supported through a robust pastoral care programme and ongoing leadership development to support them to fulfil their full potential.

We will begin by hearing from Estephanie Dunn, a contributor to Exposed, a documentary looking at the experience of Black and Brown nurses during the Pandemic. This will be followed by insights into the work the RCN is undertaking in relations to supporting international nurses.

We will conclude the session by encouraging participants to offer their thoughts and experiences to influence the work of the RCN in relation to supporting international nurses transition to working in diverse settings in the UK and achieving their career aspirations.

[i]50,000 Nurses Programme: delivery update - GOV.UK ([www.gov.uk](http://www.gov.uk))

‘Nursing Narratives: Racism and the Pandemic.’ A research project funded by the Arts and Humanities Research Council under the UKRI Covid-19 Urgent Response Call. [www.nursingnarratives.com](http://www.nursingnarratives.com)

### **Learning Outcomes**

1. To acknowledge and value the contribution of international nurses
2. To highlight what works when and for whom when supporting international nurses
3. For participants to influence the work of the RCN in relation to the diaspora nurses

## Partnership working and collaboration

### 3.1.1

#### Improving collaboration between the university and nursing students to support Equality, Diversity and Inclusion (EDI) within education and practice placements for the pre-registration nursing programme.

**Presenter:** Sharon Riverol, Senior Lecturer Adult nursing, RN, Senior Lecturer, Liverpool John Moores University, UK

**Co-presenter:** Joanna Lavery, Nicola morrell-Scott, Christine Roberts, UK

#### Abstract

The Equality, Diversity and Inclusion (EDI) project collaborated with student nurse interns to complete student lead research with academic support, in order to develop a student specific EDI role within the pre-registration nursing programme. Students who met the EDI criteria were invited to take part via focus groups, to discuss their experience of the Pre-Registration nursing programme, with a view to supporting improvements and changes within the curriculum, university experience and clinical placement. Using student experience and ideas for improvements allowed the academic team to explore their perspectives on any changes they would like to see, and supported empowerment of the students within the programme to make positive changes (Mawani and Mukadam, 2020).

Following the focus groups, the student interns and academics analysed the transcripts, identifying reoccurring themes, some of these themes were expected following on from the literature search completed at the start of the EDI project.

Other themes such as were not expected so lead to further discussion and shaping of the EDI role description.

This research has allowed the development of an EDI officer role, not only for support within the university but as a point of contact when students require support within the placement area. This role description was formed using the focus group results as a point of reference and with the universities practice partners. It is hoped that this student role will allow students who are struggling or feel they are encountering discrimination to speak up where they might have otherwise stayed silent, enabling collaboration between student, university and practice to improve the Pre-registration Nursing programme experience and enhancing EDI for all.

Mawani, S and Mukadam, A (2020)

Full reference can be supplied.

#### Biography

Sharon qualified in 2005 and has had a varied career with acute care then general practice where she worked for more than a decade and became a nurse manager and advanced nurse practitioner. Last year Sharon made the change into academia and has been successful at completing her MSc and is current completing her PGCert, she manages large volumes of students through the first practice module, supporting staff in other modules and is involved with the Trainee Nursing Associate programme as a cohort lead. She has been able to navigate her way round the academic teams, students, and practice teams to forge successful relationships. Sharon is involved with projects which aims to improve equality, diversity, and inclusion within the nursing programme at all levels and within all sections (university and practice), she had her first ever



publication early in 2021 and would like to embark on a PhD level study

### **Learning Outcomes**

1. To gain knowledge of the levels of current collaboration in support of EDI
2. What improvements can we achieve by completing this research to further support the student and the relationship between academics, practice and the nursing student

### **Recommended Reading**

1. Mawani, S and Mukadam, A (2020) Student empowerment in higher education reflecting on teaching practice and learner engagement (volume 1). Logos: Berlin
2. Brown, K., Sessanna, L. and Paplham, P., 2020. Nurse Practitioners' and Nurse Practitioner Students' LGBT Health Perceptions. *The Journal for Nurse Practitioners*, 16(4), pp.262-266. DOI: 10.1016/j.nurpra.2019.12.028
3. Kaur-Aujla H, Dunkley N, Ewens A. Embedding race equality into nursing programmes: Hearing the student voice. *Nurse Educ Today*. 2021 Jul;102:104932. doi: 10.1016/j.nedt.2021.104932. Epub 2021 Apr 24. PMID: 33930857.

### **3.1.2**

#### **Decolonising the Undergraduate Nursing Curriculum: A student staff collaboration**

**Presenter:** Anna Glasgow, BN, Staff Nurse, NHS Greater Glasgow & Clyde, UK

**Co-presenter:** Clare Mcfeely, UK

#### **Abstract**

In 2020, the University of Glasgow student organisation Health Care Students Against

Racism and the Nursing & Health Care teaching team developed our first "Decolonising the Curriculum" Plan. Efforts to address discrimination in the learning environment, and to encourage reflection and candour around current practices, can enhance the learning and teaching experience. Importantly, this work prepares students to challenge prejudice and discrimination in health care organisations and contribute to the culture change within the profession.

The Black Lives Matter movement was the catalyst for this activity. Both students and staff felt a responsibility and willingness to act. Given the nature and scope of this issue, and the need for systematic and cultural change, identifying a meaningful and realistic course of action was challenging. The resulting plan is not exhaustive but provides a starting point with practical goals such as the adaptation or enhancement of existing content and the development of new materials. The plan also highlights higher aims where wider efforts from across the university, and beyond, are required to make substantial change to the learning environment and organisational culture, for example, greater diversity in academic staff. The collaboration was a positive and productive experience. From staff, the students' knowledge and energy provided substantial support in identifying resources and developing materials. Students experienced respect for their knowledge and saw their efforts translated to practice. Furthermore, this collaboration has stimulated discussion and generated further ideas for collaborative action (for example, a network for students and alumni from Racial and Ethnic Minority groups.)

In this session, we will reflect on the process and experience of developing the plan, from



student and staff perspectives, and present the key components of the plan. We welcome debate on our approach and hope our ideas will support others progressing this important work in their own institutions.

### **Biography**

Anna Glasgow graduated from the University of Glasgow in 2021 with a Bachelor of Nursing (Hons) and currently works as a staff nurse in Emergency Medicine. Anna is a founder member of the University's Health Care Students Against Racism Student Association and was the student lead in developing a Decolonising the Curriculum plan.

### **Learning Outcomes**

1. Understand the benefits and challenges of student / staff collaboration
2. Increased knowledge of an approach to decolonising the curriculum.
3. Critically discuss actions which aim to address discrimination in the curriculum

### **Recommended Reading**

1. Garneau AB, Browne AJ & Varcoe C (2018) Drawing on antiracist approaches toward a critical anti-discriminatory pedagogy for nursing. *Nursing Inquiry* 25 (1) <https://doi.org/10.1111/nin.12211>
2. Wong SHM, Gishen F & Lokugamage AU (2021) Decolonising the Medical Curriculum ': Humanising medicine through epistemic pluralism, cultural safety and critical consciousness. *London Review of Education* 19 (1) DOI: 10.14324/LRE.19.1.16
3. Mukwende M, Tamonv P & Turner M (2020) *Mind the Gap. A handbook of clinical signs for Black and Brown skin.* First Edition. Available at <https://www.blackandbrownskin.co.uk/mindthegap>

## **Student experience**

### **3.2.1**

#### **Our development as student nurses and global citizens: before, during and after a global pandemic**

Presenter: Tara McGreevy, Studying BSc Nursing, Student nurses, University of Salford, UK

Co-presenters: Tara McGreevy, Naomi Robinson, Deanna Sibbick, Ashleigh Naylor, Benjamin Murphy, UK

### **Abstract**

This presentation by third year student nurses explores their experience of 'international weeks' which are designed to build their knowledge of:

- their identity as global citizens
- what it means to be a student nurse and global citizen
- what it means to work with team of global citizens
- how to provide nursing care to a population of global citizens.

These aspects of the Future Nurse Curriculum were introduced to the students in year one of their programme, developed in year 2 and will be applied in year three. The students are now preparing their contribution to an international student nurse study day with global partners; sharing their knowledge of 'Nurse leadership, global perspectives'.

Internationalisation of nursing curricula mean that students' abilities to meet the needs of global populations in local, regional and international settings are enhanced. Their learning experiences are highlighted as ways to create greater confidence in their ability to provide patient-centred care.

The value of this knowledge in enabling students to become registered nurses who are prepared to impact on both the health of individual patients and actively participate in health system changes is addressed. The students' learning has taken place in the unusual context of a global pandemic which has emphasised their real world understanding of what it means to be a global citizen and what global health is.

While many universities offer students the opportunity to undertake international placements, this is not always practical for some students. Greater inclusivity can be facilitated by having online international learning opportunities which provide all students with the opportunity to learn from qualified and student nurses from around the world.

The students view nursing knowledge as being global, dynamic and multidimensional and nursing as being a global profession in which evidence is constantly updating and providing new information for practice.

### **Biography**

Tara McGreevy, Naomi Robinson, Deanna Sibbick, Ashleigh Naylor and Benjamin Murphy are third year student nurses on a BSc Nursing (Adult) programme. They chose to submit this abstract after completing the year one and year two international weeks of the Future Nursing Curriculum at the University of Salford. They were part of the first cohort to undertake this curriculum and the first cohort to study using this pedagogic approach. They are now embarking on year three of the programme and will have the opportunity to engage in an international student nurse study day 'Nursing Leadership: International Perspectives' at the end of this academic year.

### **Learning Outcomes**

1. Outline a practical definition of global citizenship that aligns with student nurses' identities
2. Illustrate what it means to be a student nurse and global citizen
3. Discuss how the learning activities of the 'international weeks' informed students' understanding of providing nursing care to a population of global citizens.

### **Recommended Reading**

1. Bradbury-Jones C., and Clark M, ( 2017) Globalisation and global health: issues for nursing, *Nursing Standard* 31(39) 54-63
2. Oxfam Development Education Program. (2006) (online) Education for global citizenship: a guide for schools available at from [http://www.oxfam.org.uk/education/gc/files/education\\_for\\_global\\_citizenship\\_a\\_guide\\_for\\_schools.pdf](http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf) ( accessed 20/12/18
3. HEA (2016) Internationalising higher education (online) available at <https://www.heacademy.ac.uk/download/framework-internationalising-higher-education>

### **3.2.2**

#### **Student perspectives on the support and process for registering for health postgraduate and continued practice development courses**

**Presenter:** Tracey Redwood, PhD MSc BN PCRDS PCHPE RGN RSCN FHEA, Associate Professor, University of Northampton, UK

**Co-presenters:** Tracey Redwood, Alison Ward, UK

#### **Abstract**

Aims: to improve the student experience by identifying how healthcare professionals on

postgraduate and Continued Practice Development courses accessed course information and registration.

**Background:** In the UK there is a mandatory requirement for healthcare professionals to undertake Continuous Practice Development (CPD) and ongoing professional development. With a range of choices available, it can be challenging to identify where to study and where to sources relevant course information. Ensuring a smooth transition from course enquiry to registration is important to provide a positive experience for potential students.

**Method:** A link to an online survey was shared with health professionals, who attend a university in the East Midlands, at the induction of programme/module/study days addressing the applicants' journey to enrolment. This included questions on career advice, marketing roles and administration support. The survey was distributed January-May 2021, with 42 responses received.

**Results:** Students reported the website was their primary information source (41%), and 21% were current/former students. Course flexibility (38%) and institutional location (31%) were factors in deciding where to study. Career and personal development (43%; 24% respectively) were cited as reasons for undertaking further education. The process of enrolment and using institutional platforms were regarded as appropriate, however this raised issues of digital literacy for some participants, and 67% received individual guidance on completing their applications. Review of the student affiliations identified a wide reach, geographically and in occupation of those accessing the courses.

**Conclusion:** Educational establishments have a role in providing responsive provision for new students to support course engagement. This

can be achieved through an informative, personalised, and responsive approach, that would be an advantage, especially in this competitive market. Knowledge of current student base can also support future marketing to connect with a wider geographic area and alumni.

### **Biography**

Tracey completed her PhD, a phenomenological exploration of transition to motherhood and returning to work in 2007. Methodologically her expertise is qualitative although she has been involved in projects of mixed methods. Tracey has been involved in a variety of research projects including teenage Mums, children in care and young offenders. She led the development of a Universal Family Assessment tool with the Early Help in Early Years Project. Tracey secured National Lottery Funding to create a centre for families in her local community. The Charnwood project involved Early Help for Vulnerable families utilised qualitative expertise. Tracey was project lead for the Barnet Schools Resilience Project (2019) and recently was project lead for an innovation project, Converting Willingness to Engagement, exploring postgraduate healthcare provisions and engagement (2021).

### **Learning Outcomes**

1. Student survey experiences
2. Student engagement
3. Student qualitative data

### **Recommended Reading**

1. Redwood, T., Ali, T., O'Dell, C., Poole, C., Rebaudo, D. Ward, A. (2021) Converting Willingness to Engagement: An Innovation Project; UoN.
2. Karas, M, Sheen N, North R, Ryan, B. & Bullock, A. (2020) Continuing professional development requirements for UK health professionals: a scoping review. BMJ Open

2020;10: e032781. doi:10.1136/bmjopen-2019-032781

3. Mlambo, M., Silen, C. & McGrath, C. (2021) Lifelong learning and Nurses 'continuing professional development: a metasynthesis of the literature, BMC Nursing (2021) 20:62  
<https://doi.org/10.1186/s12912-021-00579-2>

## Innovation in the delivery of Education

### 3.3.1

#### The implementation of diverse nursing placements with emphasis on a Quality Assurance Placement with lecturers as the practice assessor

**Presenter:** Theresa Corkill, Principal Lecturer and Nurse, Practice Learning Lead for Nursing, University of Brighton, UK

**Co-presenters:** Paula Deamer, UK

#### Abstract

Nursing students are required to undertake 2300 practice hours (NMC 2018). In 2019 the School of Health Sciences at University of Brighton implemented these standards successfully into our curriculums, alongside the implementation of the South Practice Assessment Document (South PAD). Then COVID hit.

Since January 2021 we have implemented Quality Assurance in Placement Learning (QAPL) a remote placement where students undertake educational audit, update key practice documents, research and develop quality improvement projects. Initially for a small number of shielding students or those not in locality, this rapidly grew to include students with additional health and social needs as this expanded and was offered when

pre-planned placements closed or had reduced capacity due to COVID restrictions and changes in activity. In total 42 students had a QAPL placement lasting between 4-22 weeks, depending on student need.

The QAPL enabled students the opportunity to achieve professional values, proficiencies and practice hours when they would not have been able to do so. It facilitated completion of the programme in a timely manner. It also enabled students at earlier stages of their training to progress on their course and helped to reduce attrition.

Example of student feedback:

*The QAPL Placement Experience has really allowed me to widen my knowledge on Quality Assurance generally speaking, and also in context with the requirements for a service to have a student placed with them. I believe that working with colleagues and professionals has allowed for a lot of personal development for myself. The QAPL placement allows for students to really understand the NMC Educational Standards and what they mean for current and future student nurses. ... I would definitely recommend this experience to other students. The knowledge I have gained during this experience will follow me throughout my nursing career.*

#### Biography

Theresa Corkill, Principal Lecturer and Practice Learning Lead for Nursing across all NMC registered programmes within the School of Sport and Health Sciences, University of Brighton. Theresa has 20+ years' experience of supporting learners and practice partners in practice education and frequently shares how to enable greater placement opportunities; most recently at the HEE South East Nursing Showcase 'Inspire and Innovate - learning from others'.

### **Learning Outcomes**

1. To share diverse placement options that fully meet learner requirements and complement curricula and practice opportunities
2. To understand the role of lecturer as practice assessor

### **Recommended Reading**

1. NMC (2018) Standards for proficiency for registered nurses, parts 1-3
2. Lobo C, Paul R, Crozier K (2021) Collaborative Learning in Practice: Coaching to support student learners in healthcare WILEY Blackwell
3. NMC 2021 Current recovery programme standards

### **3.3.2**

#### **Using Combined Student and Tutor Facilitated Simulation Learning to Discover The Why: our journey of planning learning before and during a global pandemic**

**Presenter:** Ruth Smith, Professional Doctorate student, MSc, BA(Hons), Deputy Subject Leader, The University of Northampton, UK

**Co-presenter:** Shev O'Brien, UK

#### **Abstract**

##### **Background**

We have developed a combined approach to simulation where tutors plan simulation scenarios and students self-facilitate through them. As with many approaches to learning through a pandemic, this teaching method has been adapted from a simulated classroom environment and suddenly shifting online. We initially moved to virtual discussion and progressed to live streamed, interactive simulation from our skills area to the students at home. We would like to share our

innovative approach and our research findings.

##### **Method**

The combined simulation method involved students working together to self-lead simulation to discuss and plan care with a focus on the evidence base. A tutor then joins to find out what they have identified. The key here (and where the magic happens) is how tutors and students work together exploring why we deliver care based on evidence. Working together we can bespoke need and challenge individual and group knowledge in the greater exploration of 'The Why'.

Evaluation of this was through the review of module evaluation forms and 2 focus groups.

##### **Results**

Two focus groups and thematic review of evaluation forms revealed that students are passionate about learning through simulation and are clearly able to apply this to their practice. The relationships between students and peers and students and tutors was deemed an important part of the success of the simulation. Students reported that they thrived in the live streamed simulation and were able to voice the extent of their enthusiasm in the covid-adapted format.

##### **Conclusion**

This model of simulation is an effective model where students can develop a deeper understanding of 'The Why' and can directly relate this to practice. While initially the concept of simulation in a pandemic was problematic, the adapted approach of livestreaming was successful, and students thrived in this set up.

## Biography

I am Deputy Subject Leader and Nursing Associate Programme Lead at the University of Northampton and I am a Senior Lecturer in Adult Nursing. I am also a part time professional doctorate student. I did my undergraduate BA(Hons) and post graduate MSc at Oxford Brookes University. I have had a really varied clinical career working across acute and specialist general medicine, surgery, and intensive care. After working as a Sister, I specialised in practice development and critical care outreach. My interests are simulation learning, learning in practice and all things related to the development of Nursing Associates. I have 2 children who I enjoy being taxi driver in chief for and a cocker spaniel called Stan. You can follow me on twitter @RoofusSmith

## Learning Outcomes

1. Understanding the benefits of a combined tutor and student facilitated simulation model
2. Exploration of a model to facilitate students deeper understanding of care to understand The Why
3. Application of adaptable approaches to simulation learning

## Recommended Reading

1. Ricketts, B. (2011) 'The role of simulation for learning within pre-registration nursing education - A literature review', Nurse Education Today. Elsevier Ltd, 31(7), pp. 650–654. doi: 10.1016/j.nedt.2010.10.029.
2. Valler-jones, T. (2014) 'Simulations on Student Nurses', British Journal of Nursing, 23(6), p 321 – 326
3. Dennis D, Furness A, Brosky J, Owens J, MacKintosh S (2020) Can Student-peers Teach using simulated-based Learning as well as faculty: A Non-Equivalent Posttest-

only Study, Nurse Education Today, volume 91, p 104470

## Inclusion & equality in learning, teaching & assessment

### 3.4.1

## Director of Nursing Fellow Inclusive Leadership

**Presenter:** Emily Lambert, BSc, Lead Nurse-Pathway to Excellence, Northampton General Hospital, UK

### Abstract

**Method:** Northampton General Hospital identified a lack of leaders within their Nursing hierarchy at band 8a and above. The Lead Nurse for Pathway to Excellence, therefore, undertook a scoping review amongst internationally educated staff and also, staff who identified as being from an ethnic minority. Staff reported they're being a lack of opportunity to manage projects and felt they lack bespoke leadership training which was culturally sensitive and recognised their extensive experience from international practice settings. The fellowship was designed in conjunction with the International Nurse Shared Decision-Making Council and the Trust's Reach network.

**Findings:** The fellowship was created to enable the post holder to develop their leadership skills through mentorship from the senior nursing team and also, external mentorship from leaders who are from an ethnic minority. The post holder was also able to undertake a project which resulted in focus groups to understand further the challenges faced by staff from an ethnic minority within the Trust and also the creation of more inclusive leadership Pathways. At present the fellowship remains on going but initial results

suggest the fellowship has improved the confidence of the fellow across 8 key areas of development identified at the start of the programme.

**Conclusion:** In conclusion, initial results from the pilot of the Director of Nursing fellowship suggests that a bespoke, co-created leadership development opportunity can be used to not only optimise the leadership skills of the fellow themselves but to also create opportunities for staff from ethnic minority groups which are led by them.

### **Biography**

Emily Lambert currently is leading the UK's first acute Trust on their journey to redesignate for Pathway to Excellence. Since qualifying in 2013 Emily has spent a large part of her career working in practice education. Emily is currently undertaking an MA in Research Methods at the University of Nottingham and hopes to embark on her PhD in 2022. Emily is also chair of the NMAHP Research Steering Group.

### **Learning Outcomes**

1. Co-creation of a fellowship exclusive staff from ethnic minority background
2. Improve leadership skill of fellow against outcomes
3. Understand further the challenges faced by nurses from ethnic minority backgrounds

### **Recommended Reading**

1. Black, Asian and Minority Ethnic female Nurses: colonialism, power and racism
2. Embedding race equality into nursing programmes: Hearing the student voice

## **3.4.2**

### **Sponsored session**



## Student Experience

### 4.1.1

#### **First we must listen; understanding equality, diversity and inclusivity in pre-registration nursing to improve student experiences.**

**Presenter:** Joanna Lavery, Senior Lecturer Adult Nursing, RN, Senior Lecturer Adult Nursing, Liverpool John Moores University, UK

**Co-presenters:** Sharon Riverol, Nicola morrell-Scott, Christine Roberts, UK

#### **Abstract**

There is a drive to widen participation within higher education institutions (HEI) to close the gap and encourage opportunities for students from diverse backgrounds to improve and support their experience, (Fernando and Kenny, 2021). This research study aimed to explore the experiences of pre-registration nursing students relating to equality, diversity and inclusivity (EDI) within a HEI in the Northwest of England. The research team, which was inclusive of academic staff and nursing students, focused on the areas of gender identity, sexual orientation, ethnicity and recognised disability. The objectives were to explore student EDI experiences in both university and clinical practice, seeking to improve not only their experiences, but the support systems in place to prevent marginalisation for those in minority groups.

A purposive sampling technique was employed to recruit participants from the active pre-registration nursing programme. Focus groups were recorded and transcribed verbatim by the team using a secure digital video platform and evaluated using thematic analysis. The findings produced four overarching themes: accessibility to resources and support, actions and behaviours, communication, and education and training.

The themes threaded consistently across all areas of focus and highlighted strategies which currently facilitate or impede inclusivity across the education and clinical environments. Perceptions of what was considered discriminatory behaviour were subjective, and consequently inhibited students from raising concerns, signalling that further education is required. Resources and training to support students' freedom to speak up and access supportive learning services during the student journey were emphasised. The student voices and experiences derived from this study will enrich future EDI developmental initiatives to improve inclusivity for a student experience that is valuable and in keeping with our professional values.

#### **Biography**

Joanna has been in post as a senior lecturer in adult nursing across pre and post registration courses at LJMU since November 2019. She trained in LJMU and qualified as registered nurse in 1999. She has worked in the Walton centre for neurology and neurosurgery, RLUH critical care unit, and worked in Australia within the speciality. On her return to Liverpool, she embarked upon a role in the community as a district nurse, gaining her SCPDN qualification, holding posts as a DN care manager and community matron, becoming involved in advanced practice and service development. Joanna made the leap back into secondary care to work as an Advanced Nurse Practitioner in acute medicine at LUFT, focusing on medical assessment and ambulatory emergency care. She has always been involved in teaching and helping others to develop their clinical skills throughout all her nursing roles and enjoys supporting others to succeed.



### **Learning Outcomes**

1. To explore student equality diversity and inclusion experiences in both university and clinical practice
2. To gain further insight to improve student nurse's experiences from minority groups and the current support systems in place in place

### **Recommended Reading**

1. Fernando, D. & Kenny, E.J., (2021) Negotiating a Sense of Fit in Elite Higher Education: Exploring the Identity Work of "Widening Participation" Students. *Academy of Management learning & education*, 20(2), pp.133–155.
2. Walker, S, Dwyer, T, Broadbent, M, Moxham, L Sander, T & Edwards, K (2014) Constructing a nursing identity within the clinical environment: The student nurse experience, *Contemporary Nurse*, 49:1, 103-112, DOI: 10.1080/10376178.2014.11081960
3. Oosterbroek, T. (2014) 'It All Depends': How Minority Nursing Students Experience Belonging During Clinical Experiences.,

#### **4.1.2**

### **The placement experiences of Black, Asian, and Minority Ethnic students within nursing and social work education**

**Presenter:** Fiona Meth, Senior Nurse Lecturer in Adult Nursing, University of Leeds, UK

**Co-presenters:** Fiona Meth, Catherine Waskett, UK

**Authors:** Lorraine Agu, Erika Laredo, Mariya Tenebe, UK

### **Abstract**

This presentation will share findings from a transdisciplinary qualitative research project carried out collaboratively between staff and students in the School of Health Studies, which explored the practice placement experiences of Black, Asian and Minority ethnic students on professional training courses. Informal discussion with students had established that they experience additional barriers and are more likely to fail or take longer to complete placements. Previous research into experiences tended to be discipline specific, however students were raising shared experiences. Focus groups and semi-structured interviews were used to understand students' experiences on placement. Thematic Analysis was used to understand the participants' lived experiences and to centre the student voice, while applying a systematic analytical approach (Clarke and Braun, 2017). Our findings, informed by critical race theory (Delgado and Stephanic 2017), will be presented, and used to better prepare and support black and minority ethnic students for practice, and to provide a platform for addressing this issue in partnership with placement providers. They highlight those experiences of racism are pervasive, but students build resilience by learning to negotiate White spaces. This highlights the importance of creating safe spaces within the curriculum for wider discussion. The project provides an endorsement for a greater level of decolonising work within the curriculum itself, it also identified a clear need for a broader conversation with students, academic staff, and practice educators about the importance of developing racial literacy within practice education

Working cross-discipline was instrumental in building a community of practice and support within the School of Health, developing a clearer understanding of the local context of

nursing and social work education, enabling us to identify barriers that hinder students' progression. It is hoped this framework will enable new approaches to practice education and student support to develop, and these findings will be shared.

### **Biography**

Fiona Meth is an experienced Nurse Lecturer and Qualitative Researcher with a background in leading on Practice Placement and working in partnership with Placement providers locally and regionally. Much of this role when based clinically, and once working in Higher Education focused on Practice Assessor preparation and support, on student experience in practice, and on working to address concerns that students raise in practice. She sits on the School's Equality and Diversity Forum. Fiona has a long-standing research interest and background in social and health inequalities, using qualitative and creative methods, and previously published research includes research into experiences of Refugees and asylum seekers. She is currently completing a PhD exploring health inequalities and stigma and bias among street sex workers in Leeds.

### **Learning Outcomes**

1. Delegates will gain a greater understanding of the lived experiences of students from Black and minority ethnic backgrounds in both practice placement and University, from Nursing and Social Work
2. Delegates will learn from and develop a greater understanding of the lessons learned from a cross-disciplinary qualitative research project working with student and academic researchers, to shape and improve practice education
3. Delegates will have a greater understanding of the relevance of the 'decolonising' agenda the concept of

navigating white spaces, and the relevance of this to improving practice education and student experience

### **Recommended Reading**

1. Hillen, P. & Susan Levy (2015) Framing the experiences of BME social work students within a narrative of Educating for a Culturally Diverse Workforce, *Social Work Education*, 34:7, 785-798
2. Flateland, S M, Pryce-Miller, M, Valensendstad Skisland, A, Flaatten Tønberg, A and Söderhamn, U Exploring the experiences of being an ethnic minority student within undergraduate nurse education: a qualitative study *BMC Nursing* (2019) 18:63  
<https://doi.org/10.1186/s12912-019-0389-0>
3. Alterline Project (2018) Black Student Attainment Gap: A review of the Literature

### **4.1.3**

#### **The self-selected use of social media for the pre-registration student nurse journey.**

Presenter: Melanie Hayward, Associate Professor. RN Child. SCPHN. RNT. FHEA. Dip HE. BSc Hons. PGCert Ed. MA Ed., Associate Professor, Buckinghamshire New University, UK

#### **Abstract**

**Background & aim:** Previous research examining social media use amongst student nurses primarily explores post-academic-led or curricula-imposed social media activities. This recent study uniquely used interpretative phenomenological analysis to explore the lived experience of the phenomenon of self-selected social media use through the

viewpoint of UK pre-registered student nurses in relation to their studies.

**Methods:** Seven UK pre-registration student nurses who used social media in relation to their nursing studies were interviewed during February and March 2020. Semi-structured interviews were transcribed and analysed using interpretative phenomenological analysis.

**Results:** Four themes indicated that students used social media to discover, create and control their 'own space' for personal and professional benefit, through a 'whole new world' of social connections, 'opening doors' for learning and development to support themselves and each other on their 'journey to be nurses'. The analysis also revealed an inherent journey of self-discovery affording self-empowerment and resilience, the significance of which was dependent on each participant's characteristics and experiences.

**Conclusions:** Social media use may have the potential to assist student nurse decisions related to, enhance the experience of, and engagement in, their education. As an international phenomenon, social media could be considered as an agent to improve student nurse retention and facilitate recruitment. Future research is recommended to explore the use of social media in this way as well as the challenges to its use. These observations are timely within the renewed emphasis on student and workforce recruitment and retention not just within the UK, but worldwide.

### **Biography**

Melanie is an Associate Professor for Education at the Institute for Health and Social care at Buckinghamshire New University. Additional positions include Technical Advisor for WHO Collaborating Centre for Public

Health Nursing & Midwifery, Editorial board member - British Journal of Child Health, SME for Skills for Health and Educational advisor for CYP Nurses (student and NQN) National Online Peer Support Network. She is a Registered Children's Nurse, Specialist Community Public Health Nurse, Community Prescriber and Teacher. Melanie had 22 years working in the NHS in various acute, community and specialist nursing and leadership positions before moving into academia full time in 2016. As a nurse educator she has had a number of roles and through these developed a passion and persistence for educational quality - ensuring excellence, equity, and efficiency, pursuing student wellbeing, satisfaction, and success. Her current research area is the use of social media in nurse education.

### **Learning Outcomes**

1. To understand how and why some student nurses choose to use social media to support their educational and professional journey.
2. To explore how nurse educators both in academia and practice, can use this knowledge to enhance the experience of the student nurses they support, teach, supervise, and assess.

### **Recommended Reading**

1. O'Connor, S., Jolliffe, S., Stanmore, E., Renwick, L., & Booth, R. (2018). Social media in nursing and midwifery education: A mixed study systematic review. *Journal of Advanced Nursing*, 74(10), 2273–2289. <https://doi.org/10.1111/jan.13799>
2. Ramage, C., & Moorley, C. (2019). A narrative synthesis on healthcare students use and understanding of social media: Implications for practice. *Nurse Education Today*, 77, 40–52.

<https://doi.org/10.1016/j.nedt.2019.03.010>

3. Hayward, M. (2021) 'The self-selected use of social media for the pre-registration student nurse journey: An interpretative phenomenological analysis', *Journal of Nursing Education and Practice*, 12(2), p. 59. doi:10.5430/jnep.v12n2p59.

## Partnership working and collaboration

### 4.2.1

#### The 'write' way: building nurses' writing confidence with the Royal Literary Fund

**Presenter:** Cathryn Peppard, BA MA FHEA, Information Skills Manager, Royal College of Nursing, United Kingdom  
**Presenter:** Katharine McMahon, BA PGCE, Head of Outreach, Royal Literary Fund, UK

**Co-presenters:** Cathryn Peppard, Katharine McMahon, United Kingdom

#### Abstract

Writing is an important skill. It helps a person to succeed, not only academically and professionally, but also creatively, reflectively, and therapeutically. However, many students entering nursing courses find writing, particularly academic writing, a daunting process and additionally do not feel supported to transition their writing skills to those required in practice (Jefferies et al, 2018), which can have an impact on their confidence once qualified.

In Summer 2020, the Royal College of Nursing Library and Archive Service partnered with the Royal Literary Fund, a charitable organisation that supports professional writers to work with universities, NHS trusts and community-based groups. Our objective was to design and

deliver a series of workshops aimed at improving nurses' and other nursing professionals' writing skills and confidence. In this session, we will discuss our partnership and approaches to delivering this highly successful and beneficial project - highlighting the practical ways in which organisations can support nursing professionals to develop their writing skills and how a partnership with Royal Literary Fund can bring writers' unique skills to new settings.

#### Reference

Jefferies D, McNally S, Roberts K, Wallace A, Stunden A, D'Souza S and Glew P (2018) The importance of academic literacy for undergraduate nursing students and its relationship to future professional clinical practice: A systematic review, *Nurse Education Today*, 60, pp. 84–91

#### Biography

Cathryn Peppard is a health librarian and is currently working at the Royal College of Nursing. She has supported healthcare students, researchers, and practitioners across different sectors, including higher education and the NHS. She is a Fellow of the Higher Education Academy and a member of the Chartered Institution of Library and Information Professionals. Katharine McMahon is the author of ten novels including the international bestseller *The Rose of Sebastopol* which was shortlisted for the British Book Awards. Her latest novel, *The Hour of Separation* is the story of resistance across two World Wars. *The Alchemist's Daughter* was based on the life of Voltaire's mistress Emilie du Châtelet, was a Waterstones' bestseller, and *The Crimson Rooms* and *The Woman in the Picture* are about a pioneering woman lawyer, Evelyn Gifford. Katharine has served on the Sentencing Council for England and Wales, and was a Judicial Appointments

commissioner. She has taught for the Arvon Foundation, run Guardian masterclasses, and national training courses for magistrates. As Head of Outreach at the Royal Literary Fund she is responsible for building relationships with a wide range of community and workplace organisations and devising collaborative projects enabling writers to help build resilience and expertise through the written word.

### **Learning Outcomes**

1. To understand how writing can be used to improve nurses' and nursing professionals confidence and wellbeing, as well as practical skills
2. To be able to implement and initiate similar partnerships in their own organisations

### **Recommended Reading**

1. Jefferies D, McNally S, Roberts K, Wallace A, Stunden A, D'Souza S and Glew P (2018) The importance of academic literacy for undergraduate nursing students and its relationship to future professional clinical practice: A systematic review, *Nurse Education Today*, 60, pp. 84–91
2. The Royal Literary Fund (2021) The Royal Literary Fund. Available at: <https://www.rlf.org.uk/> (Accessed: 20 October 2021)

## **4.2.2**

### **Development of a suite of resources for Practice Supervisors and Practice Assessors to support Pre-registration Learning Disability Student Nurses**

**Presenter:** Nicola Ozatalay, Practice Education Facilitator, Practice Education Facilitator, NHS Lanarkshire, UK

**Co-presenter:** Marion Malone, UK

**Author:** Linda Steven, UK

### **Abstract**

As a result of the Covid-19 Pandemic, many of us have been adapting to new ways of working. This applies to how we support pre-registration student nurses to meet their learning outcomes in practice. The pandemic has had a significant impact on student capacity across many community practice learning environments throughout NHS Lanarkshire however within the field of Learning Disability (LD) specifically, the impact of the pandemic reduced their student capacity by 75%. Many reasons could have accounted for this such as the implementation of social distancing guidelines, reduced staffing levels and on some occasions a complete removal from base. This posed many challenges for the staff supporting student nurses in practice and the ongoing need to work remotely for staff and students. A short life working group was established to collaboratively develop a suite of resources to assist the Practice Assessors (PA) and Practice Supervisors (PS) when supporting student nurses in their areas. The members of the group included representatives from NHS Lanarkshire's LD services, NHS Lanarkshire's Practice Education Team and Glasgow Caledonian University. The criteria which were agreed included easy access, be used repeatedly throughout all parts of the pre-registration nursing programme, evidence based, initiate discussion and feedback, aligned to the LD nursing assessment and the requirements of the Practice Assessment Document (PAD) module learning outcomes and most importantly it had to be related to a patient with an open episode of care. Following completion, users are encouraged to complete an anonymous online evaluation. Following its implementation, student capacity has been able to return to pre-covid service level

agreement numbers. There has been a widespread adoption of the resource across all of the Scottish Health Boards and by other fields of nursing.

### **Biography**

Works as a Practice Education Facilitator for NHS Lanarkshire. Registered Mental Health Nurse (University of the West of Scotland) PgDip Cognitive Behavioural Therapy (University of the West of Scotland) PgCert Teaching Qualification in Further Education (University of Stirling) Andrew Parker Student Nurse Award 2016 (RCN)

### **Learning Outcomes**

1. Facilitate and stimulate discussion between the Practice Supervisor/Practice Assessor and student
2. Apply theory to nursing practice

### **Recommended Reading**

1. <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1111/jocn.15322>
2. <https://www.sciencedirect.com/science/article/pii/S0260691720315574>
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7255089/>

## **4.2.3**

### **Converting Postgraduate Willingness to Engagement: an innovation project**

**Presenter:** Tracey Redwood, PhD MSc BN PCRDS PCHPE RGN RSCN FHEA, Associate Professor, University of Northampton, UK

**Co-presenter:** Alison Ward, UK

### **Abstract**

For approximately 1.5 million healthcare practitioners working and registered within the UK there exists a mandatory requirement to undertake Continuous Practice

Development (CPD), (Karas' et al 2020). While healthcare professionals are willing and committed to Continuous Practice Development (CPD) activities they encounter difficulties with engagement. These difficulties include the challenges of full-time employment often combined with rotational antisocial shift patterns, unclear career advice, confusing postgraduate courses, cost implications and recently, the Covid19 pandemic.

The *Converting Willingness to Engagement* Innovation project (Oct 2020 to June 2021) was developed to explore workforce development, clinical service leads and advanced practitioners' requirements relating to postgraduate education within healthcare.

The project incorporated the following three phases:

Phase 1: online focus group discussions targeted at clinical service leads, advanced practitioners, matrons and work force development.

Phase 2: "Career clinics" targeted to address the needs of postgraduate health professionals.

Phase 3: An electronic evaluation survey at the induction of programme/module/study day addressing the applicants' journey to enrolment which included career advice, marketing roles, administration support and timeframes.

Findings from the career clinics and clinical leads focus groups identified that staff development needs to be considered in relation to Health Care Trust priorities, with line managers having a strong role in access to staff professional development. Partnership between training providers and health care is central to ensuring training is meeting staff



and organisational needs, while the career clinics provided valuable personal and professional information for staff in an accessible format.

Seven recommendations that related to the role of partnership in professional development were generated as a result of the project, these included: plans for regular career clinics, designated key points of contact within the university for postgraduate healthcare education, further development of short CPD courses, more effective marketing including around the website and streamlining of registration and enrolment.

### **Biography**

Tracey completed her PhD, a phenomenological exploration of transition to motherhood and returning to work in 2007. Methodologically her expertise is qualitative although she has been involved in projects of mixed methods. Tracey has been involved in a variety of research projects including teenage Mums, children in care and young offenders. She led the development of a Universal Family Assessment tool with the Early Help in Early Years Project. Tracey secured National Lottery Funding to create a centre for families in her local community. The Charnwood project involved Early Help for Vulnerable families utilised qualitative expertise. Tracey was project lead for the Barnet Schools Resilience Project (2019) and recently was project lead for an innovation project, Converting Willingness to Engagement, exploring postgraduate healthcare provisions and engagement (2021).

### **Learning Outcomes**

1. Innovations to develop Career Clinics
2. Focus groups to develop Career Clinics
3. Surveys to gain the student experience

### **Recommended Reading**

1. Redwood, T., Ali, T., O'Dell, C., Poole, C., Rebaudo, D. Ward, A. (2021) Converting Willingness to Engagement: An Innovation Project; UoN.
2. Karas, M, Sheen N, North R, Ryan, B. & Bullock, A. (2020) Continuing professional development requirements for UK health professionals: a scoping review. *BMJ Open* 2020;10: e032781. doi:10.1136/bmjopen-2019-032781
3. Manley, K., Martin, A, Jackson, C & Wright, T. (2018) A realist synthesis of effective continuing professional development (CPD): A case study of healthcare practitioners' CPD Nurse *Education Today*, 69, 134 – 141.

## **Innovation in the delivery of Education**

### **4.3.1**

#### **Introduction of Podcasts as an Educational Resource**

**Presenter:** Sharon Gardner, BSc Applied Biochemistry; DipHE Nursing (Adult);PgCEAPS; FHEA, Practice Education Facilitator, NHS Greater Glasgow and Clyde, United Kingdom

**Co-presenter:** Allison Conneely, UK

#### **Abstract**

NHS Greater Glasgow and Clyde Practice Education Team

This presentation will include the journey from the initial idea and cover learning points along the way. We aim to promote the use of podcasts and encourage colleagues who are considering creating their own.

We primarily considered podcasts as an option for staff who couldn't attend teaching sessions when they were scheduled realising

this was a more flexible option and may suit preferred learning styles.

We will discuss having to provide a business case for the project considering equipment required, cost and share our findings (microphones on phones and laptops were sufficient acoustics dependant and cost was only our time).

We will also present:

Discussions with corporate communication team – (creation of Podcasts had not been utilised in our organisation at the time)

Researching host sites and editing software: giving consideration to cost, analytics, storage and approval for NHS devices

Naming podcasts “Let’s Talk Practice Education- Learn Your Way

Creating theme music, intros and outros, disclaimers and consent form

Our experience of scripting, recording and editing

PAUSING due to COVID (as face-to-face teaching was cancelled podcasts would have been a great resource at this time to assist mentors transitioning to new roles)

Recommencing in Sept 2020 and creating episodes in keeping with National Priorities for Practice Education Facilitators and Care Home Education Facilitators (NES 2020/21)

Pilot 5 episodes to support the implementation of NMC Standards

Followed by further 6 episodes supporting Flying Start NHS<sup>®</sup>

Current episodes support increase in capacity for pre-registration student nurse and student midwife placements

We will discuss advertising and promoting our podcasts

Finally, we will provide some analytics including stats of downloads and discuss future plans for other topics, sharing our experience and evaluating

### **Biography**

Qualified as a registered nurse in 1998. Worked in ITU from 2000 to 2017, latterly as a Practice Educator in ITU from 2009. With an interest in nurse education, started working as a Practice Education Facilitator in 2017. Obtained PgC EAPS in 2021 and currently studying for MSc. Have an interest in the use of audio podcasts in nurse education. Part of a team that set up a series of audio podcasts for Greater Glasgow and Clyde Corporate Practice Education team. In the future, hope to evaluate the usefulness of audio podcasts as an educational resource in nurse education.

### **Learning Outcomes**

1. By the end of presentation, delegates will: Appreciate the challenges faced when creating an audio podcast
2. By the end of the presentation, delegates will: Understand different ways to overcome the challenges to enable you to plan, record and launch an audio podcast

### **Recommended Reading**

1. O'CONNOR, S. DALY, CS. MACARTHUR, J. BORGLIN, G.& BOOTH, RG., 2020.Podcasting in nursing and midwifery education: an integrative review. Nurse Education in Practice. 47 [Accessed 20 October 2021] Available from <https://doi.org/10.1016/j.nepr.2020.102827>



2. NES National Priorities for Practice Education Facilitators and Care Home Educational Facilitators
3. NMC Standards for student supervision and assessment

### 4.3.2

#### **Facilitating genetic and genomic literacy in the context of familial hypercholesterolemia for the non-expert health care professional**

**Presenter:** Deborah Leetham, MSc, PGDE, Advanced Dip he, RGN, SFHEA, Senior Lecturer, Northumbria University, UK

**Author:** Julia Newton, UK

#### **Abstract**

Familial hypercholesterolemia (FH) is an inherited condition that increases the risk of cardio-vascular disease and premature death. FH is under-diagnosed despite NICE recommending genetic testing to confirm this diagnosis in individuals with relevant signs and symptoms. The NHS Long Term Plan aim is to improve identification of FH to 25% within 5 years by expanding access to genetic testing.

Healthcare professionals perceive they lack knowledge, skills and confidence to offer genomic counselling and testing as part of their clinical role. To overcome this deficit and prepare a group of professionals from primary and secondary care to incorporate genomics into their practice a short genomic counselling module was developed focussing on the needs of patients with FH.

A module entitled “Principles of genomic counselling and testing in familial hypercholesterolemia” was developed in partnership between Northumbria University and the Academic Health Science Network. Underpinned by Blooms taxonomy the course

content and competency framework assessment were designed to mirror the patient pathway specific to FH. Expert clinicians including lipidologists, genetic counsellors, specialist pharmacists and FH nurse specialist were invited to deliver sessions related to their expertise. Delivery of the content was live via the virtual classroom. Tutor guided learning activities supplemented the live sessions to encourage deep learning. A key strategy in the design of the module was to support student experiential learning by providing supervised clinical experience to gain confidence and achieve clinical competencies in genomic counselling skills.

Evaluation of the pilot module by survey and reflective accounts captured the initial impact and participants positive experiences of attending the module. Further evaluation of subsequent module delivery is planned by focus group interviews and written reflective diaries. It is envisaged that the impact of completing the module on meeting the NHS aims will be captured.

#### **Biography**

Deborah qualified as a nurse in 1987. She worked in a variety of clinical settings before specialising in genetic counselling where she was appointed as the one of the first Macmillan nurse specialists in genetics. Deborah moved into nurse education 16 years ago where she currently works as a senior Lecturer at Northumbria University. Deborah has brought her expertise of genetics and genomics into HE where she has integrated genetics and genomics into the undergraduate nursing curricula. She is also involved in the teaching of this subject in post qualifying programmes. Deborah has worked with HEE in the development of genomic educational materials and more recently was invited by the Academic Health Science Network to develop and deliver a national training and

education package to upskill primary and secondary practitioners in genomic counselling and testing for individuals with familial hypercholesterolemia. Deborah maintains close ties with the Genomics Medicine Service.

### **Learning Outcomes**

1. Outline the development and implementation of a genomic counselling course to upskill practitioners working or preparing to work within the field of familial hypercholesterolemia
2. Describe how the challenges of integrating genetic and genomic principles into primary and secondary care settings for patients with familial hypercholesterolemia can be overcome through utilising Blooms taxonomy as a pedagogical framework
3. Identify the module evaluation strategy and present student feedback from the pilot module

### **Recommended Reading**

1. Anderson L, Krathwhol D and Bloom B (2001) A Taxonomy for Learning, Teaching and Assessing: A Revision of Blooms Taxonomy of Educational Objectives. New York: Longman.
2. Brautbar A, Leary E, Rasmussen K, Wilson D, Steiner R & Virani S (2015) Genetics of Familial Hypercholesterolemia. *Current Atherosclerosis Reports* 17 (4) -20.
3. Saleh M, Kerr R and Dunlop, K (2019) Scoping the scene: what do nurses, midwives and allied health professionals need and want to know about genomics. *Frontiers in Genetics* 10 (1066) 1-10.

### **4.3.3**

#### **Final year students - the Practice Supervisor journey**

**Presenter:** Megan Jadzinski, FdSc, BSc (Hons), PGCert, MA (Ed), SFHEA, Paramedic, University Practice Learning Advisor and joint Year 1 Practice Unit Lead, Bournemouth University, UK

**Co-presenters:** Jo Hirdle, UK

#### **Abstract**

Practice supervisors are pivotal in the learning process for students (Nursing and Midwifery Council [NMC] 2018b). The main role of the practice supervisor in the placement setting, is to support, supervisor and facilitate learning for students (NMC 2018b).

The Nursing and Midwifery Council (NMC) identify that learner should have the opportunity whilst on their course, to develop supervision and leadership skills (NMC 2018a). To address this standard, a practice supervisor training module has been developed for year 3 students on both NMC and Health and Care Professions Council (HCPC) courses, to be delivered throughout their final year of training.

The training module has been mapped against the training which is already delivered to registered professionals. The module includes 2 online pre-recorded sessions, where students work as a group to start to explore the fundamental aspects of learning and supervision in the practice setting, followed by a live seminar where these skills are then developed further. Throughout the training, students are encouraged to draw on their own experiences and are supported to identify how their own practices can be utilised when taking on the practice supervisor role upon qualification.

The training is delivered throughout the academic year, allowing students to develop their knowledge and skills alongside their placements. The training module will have been completed before their consolidation placement and therefore give them the opportunity to put their newly acquired skills into practice.

Students receive a certificate on successful completion which provides evidence for future employers or revalidation. This initiative has been supported by local trusts and organisations as it allows the newly qualified nurse to have the skills set to support learners, without the need for the training to be delivered at a later stage.

### **Biography**

Jo is a Registered Mental Health Nurse who has many years clinical experience in specialist addiction services. Her role in education commenced at Bournemouth University initially as lecturer practitioner and latterly became part of the University's Practice Learning Adviser team. This role involves linking with a variety of clinical areas for health and social care, providing education and support for assessors and supervisors in practice. Jo enjoys the diversity of her role which involves much liaison, collaboration and working with practice partners. She is always keen to research and implement new ideas and innovations that can assist the delivery of practice education.

### **Learning Outcomes**

1. Equip final year students with the knowledge and skills to be confident in the role of a practice supervisor upon qualifying.
2. For students to recognise the impact of their own learning styles and how they influences their supervision of others.

### **Recommended Reading**

1. Standards framework for nursing and midwifery education – NMC
2. What do practice Supervisors do - NMC supporting information
3. Standards for student supervision and assessment - NMC

## **Inclusion & equality in learning, teaching & assessment**

### **5.1.1**

#### **Tackling the ‘troublesome knowledge’ of unconscious bias and ethnocentricity in nurse academics: Cultural self-awareness as a threshold concept**

Presenter: Gayatri Nambiar-Greenwood, PhD, Msc, BSc, RGN, Senior Lecturer in Nursing, Manchester Metropolitan University, UK

#### **Abstract**

Considered a foundation from which racism is born, the personal deconstruction of unconscious bias and ethnocentricity can arguably be transformative in understanding the origins and perpetuation of private prejudices. However, the focus of developing effective, professional, and non-discriminatory behaviours often focuses on the nursing student. For nurse lecturers, who prepare student nurses academically, professionally, and personally, there remains an equal need to cultivate non-discriminatory behaviours for reasons of equity, equality, and fairness. However, it is an assumption that nurse lecturers, as experienced practitioners, would and do not require to be considering their own biases and ethnocentric behaviours, yet the personal experiences of some students’ have negated this belief.

A research project that utilised a hermeneutic approach took place. Its multilevel intentions were to develop a stronger shared philosophy, foster cultural self-awareness and language that would influence the curriculum, and generate ways of discussing and promote more equitable classroom approaches. After the research project was completed, a series of semi-structured interviews took place to

consider learning and differences of perspective on the subject. A simple thematic analysis approach was utilised, and a web-like network of interconnected themes emerged. The higher themes were entitled: ‘Pre-conceptions’, ‘Personal Learning’ and ‘the Workshop Experience’

The findings revealed that the personal awareness required to acknowledge unconscious biases and ethnocentricities was an uncomfortable process. The possibility of exposing present perspectives or earlier behaviours could bring forth defensive behaviours or denial in personal biases. It was felt that the understanding of inclusivity and equitability at a personal level could be likened to a threshold concept: as it remained troublesome, irreversible, integrative, and bounded in its nature. Without this awakening self-awareness, however, it could not be envisaged that nurse academics could clearly say that they teach and treat student nurses without unchecked ethnocentric bias.

#### **Biography**

Gayatri Nambiar-Greenwood is a Senior Lecturer in Nursing and the Faculty Lead for Inclusive Curriculum at Manchester Metropolitan University. She has been awarded the RCN award for outstanding contribution to the equality, diversity and inclusion in health and social care agenda by RCN North West, during Black History Month in October 2021. Her main interests in research are around Cultural self-awareness, Unconscious Bias, Decolonising agendas, and marginalised groups.

#### **Learning Outcomes**

1. For the audience to gain an understanding of how cultural self-awareness can counter unconscious bias and ethnocentricity

2. For the audience to appreciate that the genuine journey of developing cultural self-awareness is an uncomfortable personal journey

### **Recommended Reading**

1. Meyer, J. H., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher education*, 49(3), 373-388.
2. "Unconscious Bias: An Obstacle to Cultural Competence." *Journal of Nursing Education*, 54(9), pp. S63–S64

### **5.1.3**

#### **Evaluating Universal Design for Learning for Masters Programmes**

Presenter: Rachael Major, RN, Dip HE, BSc (Hons), MA, EdD, Senior Lecturer, Post registration Lead, Disability and Inclusion Lead, Institute of Health and Social Care Studies, Guernsey

#### **Abstract**

Universal Design for Learning (UDL) is an educational framework that guides the development of inclusive curricula that are designed to proactively support all students, not just those with a disability (Novak and Bracken 2019). The framework aims to develop expert learners and to reduce barriers to learning. UDL is based on a set of three principles where the curriculum and the lecturers should: provide multiples means of engagement in learning; provide multiple means of representation (or presentation of the materials); and provide multiple means of action and expression (to enable students to demonstrate what they know) (CAST 2021). In practice, as lecturers, we are used to using different formats when teaching; however,

UDL emphasises that students should also have options to demonstrate their learning.

This presentation will discuss a new post-registration Masters programme that was developed using the principles of UDL, including giving students options within the assessment strategy. It will present the results of evaluations from both the students and the lecturers who have been involved in the first semester of this programme. Focus groups and questionnaires will consider how the students and lecturers felt about the use of UDL and the choice of assessment methods. It will discuss the choices made by the students, how they felt this enabled them to demonstrate their learning and if there were any assessment challenges experienced by the marking teams. It will also review how the principles of UDL have been maintained and if any further developmental work needs to be conducted to uphold those principles.

#### **Biography**

Rachael has been a lecturer/senior lecturer for the past 20 years leading on both pre and post-registration programmes and is a Senior Fellow of the Higher Education Academy. She is passionate about supporting inclusion within nursing and completed a Doctorate in Education investigating the experiences of Registered Nurses with dyslexia in 2017. Since then, she has been involved in the support of students with a range of disabilities and has conducted further research into the experiences of neurodiverse nurses. She is currently leading on the development of new guidance and resources for the RCN to support neurodiversity in nursing.

#### **Learning Outcomes**

1. Critically discuss how the principles of Universal Design for Learning can be applied to Masters level programmes

2. Critically discuss the choices made by students within the assessment strategy of the programme
3. Make recommendations for future provision following the initial implementation of Universal Design for Learning

#### **Recommended Reading**

1. About Universal Design for Learning
2. Transforming Higher Education through Universal Design for Learning: an international perspective
3. Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education

#### **5.2.1**

### **The Development of a Learning Disability Educational Framework (LDEF) for Healthcare Staff in Wales: A three-stage sequential mixed methods study**

**Presenter:** Rachel Morgan, RNLD, RNT, MSc, BSc (Hons), PGCEd, FHEA, Senior Lecturer & Specialist Lead for Learning Disability Nursing, University of South Wales, UK

**Co-presenters:** Rachel Morgan, United Kingdom, Kathryn Price, Clare Churcher, UK

#### **Abstract**

**Method:** A three-stage sequential mixed-methods study comprising a review of existing educational frameworks and other literature, telephone interviews (n=22), and consultations with key stakeholders including a group of men and women with learning disabilities, who are actively involved in the development, delivery, and assessment of learning for healthcare professionals at the University of South Wales.

Participants were asked their views regarding the values that should underpin the proposed framework, potential content, and possible approaches to achieving and assessing competence. Data were analysed using thematic analysis.

**Results:** In the wider literature, views expressed in interviews, and consultations with key stakeholders there was agreement that the LDEF should be underpinned by a clear set of values namely Rights, Equality, and a Person-centred approach. The key themes that emerged included understanding learning disability, health needs, removing barriers to healthcare, understanding, and responding to behaviour, communication, coordination and collaboration, and legal and policy issues. There was also agreement that principles that informed the development of the framework, such as Shared responsibility, Collaboration and Lifespan approach, should inform the implementation.

**Conclusion:** An LDEF that promotes access amongst people with learning disabilities to skilled support from healthcare staff, underpinned by the appropriate, inter-related and inter-dependent values and knowledge was developed. This is being implemented across Wales to ensure that healthcare staff have the appropriate, inter-related and inter-dependent values and knowledge to effectively meet the healthcare needs of people with learning disabilities and reduce health inequities.

#### **Biography**

Rachel is a Senior Lecturer and Specialist Lead for Learning Disability Nursing at the University of South Wales. She has a varied clinical background, including working in assessment and treatment services, community learning disability services, dementia services and working as an acute

care liaison nurse. She joined USW in September 2015 and currently manages a learning disability field module which focuses on meeting the complex needs of people with learning disabilities. She also managed post graduate modules concerned with improving professional practice and contributes to a range of other pre-registration and post-graduate modules. She is passionate about reducing health inequalities for people with learning disabilities through equitable healthcare, with a special interest in dementia and planning for end-of-life care. Her work involves teaching learning disability students, those from other fields of nursing and post graduate students.

#### **Learning Outcomes**

1. Understand how the values, knowledge and skills of healthcare staff impact on the health inequalities experienced by people with learning disabilities.
2. Appreciate how a national educational framework for healthcare staff can reduce such health inequalities and improve standards of care provided.

#### **Recommended Reading**

1. Learning Disability Educational Framework for Wales
2. LeDeR Action from Learning report 2020/21
3. Confidential Inquiry into premature deaths of people with learning disabilities

### **5.2.3**

#### **Exploring the lived experiences of practice supervisors and practice assessors during the pandemic: peering through the COVID lens**

**Presenter:** Claire Uren, RN, MA HSCE, University Practice Learning Adviser, Bournemouth University, UK

**Co-presenter:** Belinda Humphries, UK

**Author:** Amanda Watson, Catherine Johns, Lucy Stainer, UK

#### **Abstract**

Following the introduction of the roles of practice supervisor and practice assessor in 2018 (NMC 2018), staff undertaking these roles have been coping with supporting learners during a time of additional challenges because of the COVID 19 pandemic. In order to explore the quality of the learning environment and capture the experiences of supervisors and assessors, Bournemouth University undertook a small-scale study, with ethical approval, between January – April 2021. Responses to a survey were collated and in addition, the experiences of the practice supervisors and assessors were captured with anecdotal experiences.

The study identified some challenges to the role, including additional stress due to many new procedures and staff shortages. Alongside this the positive outcomes for learners included new learning opportunities and innovative practice. These findings will be instrumental in planning future training and support for practice supervisors and assessors. In particular the following recommendations have been implemented:



Additional time has been included during practice supervisor and practice assessor training courses to allow them to discuss their experiences in relation to supporting student learners during these challenging times. Wellbeing resources are clearly signposted so that practice supervisors, assessors and students can access support when needed. We acknowledge practice supervisors and practice assessors' experiences will continue to vary during the recovery period. The HEI proposes to introduce an online drop in supportive forum for practice supervisors and practice assessors to compliment any NHS trust support.

Past studies have identified the experiences and challenges faced by learners, however there is limited evidence exploring the many facets of the practice supervisor and assessor roles during these unprecedented times. The findings of this study will be of relevance to all healthcare practitioners supporting learners in practice.

### **Biography**

Claire Uren qualified as a registered general nurse in 1990 and worked on an acute surgical unit in a district hospital for five years before moving to community nursing. Claire became involved in education in 2001, taking on the role of Practice Educator for Bournemouth University, whilst continuing with her practice role as a community nurse. Claire has become increasingly involved in education as a lecturer and practice education link for pre and post registration education in health and social care, currently working as a University Practice Learning Adviser across the Somerset locality. Claire completed her master's degree in health and Social Care Education in 2010.

### **Learning Outcomes**

1. To explore the lived experience of practice supervisors and assessors during the pandemic.
2. To identify the challenges and positive learning experiences in order to influence future training and support.

### **Recommended Reading**

1. Shaw, S., 2020. Hopelessness, helplessness and resilience: The importance of safeguarding our trainees' mental wellbeing during the COVID-19 pandemic. *Nurse Education in Practice*, 44, 1-2.
2. Nursing and Midwifery Council, 2018. *Standards for Student Supervision and Assessment*. Online. London: NMC.
3. Power, A., Wilson, A., 2019. Mentor, coach, teacher, role model: what's in a name? *British Journal of Midwifery*, 27 (3), 184-187.

## **Innovation in the delivery of education**

### **5.3.1**

#### **A Green Learning Space: The potential impact of community gardening on student nurse well-being and inter-field collaboration.**

**Presenter:** Clare Wilson, RGN, BSc (Hons), PG Cert Ed, FHEA, Senior Lecturer, University of Wolverhampton, UK

### **Abstract**

This project looked at the use of a garden area within the University campus, with the aim of supporting both learning and well-being. The primary focus was a sensory space and vegetable garden. The garden also offered a replacement following the loss of the Learning Disability Nursing Sensory Room during the



development of new skills labs within the Faculty. Many of our students and staff experience issues related to their senses eg autism, dyslexia etc. The sensory garden provides a place of calm and reflection. The garden also presents potential for community events for students to engage in and collaborate on creative wellbeing exercises.

Feedback from the students suggested this would add to their learning experience, as well as contribute to a sense of community on campus. Initial discussions with estates teams identified potential green spaces. With the support of the Student Union, volunteers were brought together and allocated responsibilities around promoting and maintaining the garden space.

There are multiple areas where this project enhances the student's learning experience. Increasing knowledge on food production can support the nursing students with their discussions around positive behavioural change and healthy lifestyles. As learners they will also be co-creators of the space. They will be able to develop and enhance transferrable skills such as delegation and organisation of tasks, project planning and reflection on the benefits of the different learning environments. The potential impact of Covid-19 on our student's mental health has also been considered. Having spent approximately 18 months away from the campus environment, returning to University life has highlighted an increased need for mental health support and wellbeing outlets. There is a strong body of evidence to support the role gardening and horticulture can play in promoting mental well-being and in supporting the recovery of individuals with mental health problems.

### **Biography**

Clare Wilson is a Senior Lecturer in Adult Nursing at the University of Wolverhampton, where she has worked for the past 3 years, having qualified as a nurse in 2009. With a background in District Nursing and Tissue Viability, her areas of interest include health promotion and behavioural change. She teaches across the curriculum of the pre-registration nursing programs and is the Module Lead for post-registration modules in Tissue Viability. She became interested in the impact of therapeutic horticultural spaces while completing her MA Ed. and has explored the potential of these spaces in her own work setting.

### **Learning Outcomes**

1. Explore how to develop learner confidence through hands on experience in a natural setting and provide opportunities for cross-faculty collaboration.
2. To discuss how accessing or taking part in activities in a therapeutic/sensory community garden can potentially improve well-being for those using the space, including student nurses.
3. Evaluate the potential need for the development of a therapeutic/sensory community garden to support or enhance the nursing curriculum.

### **Recommended Reading**

1. Sempik, J. (2010) Green care and mental health: gardening and farming as health and social care. *Mental health and social inclusion* [online], 14(3), pp. 15-22 .
2. Hussein, H. (2012) The Influence of Sensory Gardens on the Behaviour of Children with Special Educational Needs. *Procedia - Social and Behavioural Sciences* [online], 38pp. 343-354 Available at:<<https://www.sciencedirect.com/science/article/pii/S187704281200835X>>.

3. Esots, J. (2012) Gardening to improve wellbeing. The Australian nursing journal; Aust Nurs J [online], 20(1), pp. 26 .

### 5.3.2

#### **Use of digital video communication platform (zoom) by British Indian Nurses to upskill Indian Nurses for managing Covid-19 patients**

**Presenter:** Leena Vinod, M.Sc, M.A, B.Sc, RN, FHEA, PGCE, RNT ,Senior Lecturer in Adult Nursing and Primary Care , Edge Hill University, UK

**Co-presenters:** Manju C Pallam , Emmima Angelina Manoharan, Roslyn Mattukoyya, UK

#### **Abstract**

During the peak of covid-19 pandemic in India, a few British Nurses of Indian origin voluntarily and collectively led a project to support their Indian colleagues to combat the crisis. The project involved quickly upskilling Indian nurses by sharing the best practices that they learnt during the UK covid waves. The project leadership team worked cohesively and collaborated with ICU Nurse Educators/Leads across the UK to create a training package of 16 topics in a week's time. The topics included skills required for the acute management of covid patients such as A to E assessment, caring for ventilated patients to rehabilitation. The innovative education programme was carried out by using zoom to provide tailored support to 3 hospitals located in 3 different states and recordings were made available. Three 1 hour sessions were delivered weekly for 4 weeks and the training reached out to hundreds of nurses as most sessions were projected in auditoriums with mass attendance of nurse leaders, educators, nurses and student nurses. Emphasis was given to practical information and post session, relevant posters and guidance were

sent for reinforcement of safe care provision. The sessions evaluated extremely well and the Indian nurse leaders really valued the outstanding contribution. It enabled them to upskill their nursing workforce to deliver care safely and bridge the knowledge-skills gap. One nurse lead's comment capture this, *'Well co-ordinated, excellent and friendly faculty, apt topics and for those who attended, it is a life-time learning.'* The project team's vision was to ensure that the training was relevant and of high quality. Challenges included time pressures, mixed level of audience proficiencies and finding guidance relevant to Indian practice setting. Expertise in practice, education and research in combination with working flexibly, a strong passion and a partnership approach led to the success of the project.

#### **Biography**

Leena is an experienced educator and clinical practitioner and has a wealth of knowledge and experience of 28 years in nursing. Currently, Leena leads modules on MSci Nurse Paramedics programme, exclusively provided at Edgehill University. Leena has worked in various senior capacities in both private and public sector and has led teams effectively for better patient outcomes. Leena has been instrumental in the implementation of educational initiatives that focused around enhancing student experience and retention. Leena contributed towards the Bronze Athena SWAN award as an active SAT member. Leena is passionate about employing innovative strategies that lead to high quality nurse education. Promoting equality, diversity and inclusivity is close to Leena's heart and Leena has mentored many BAME nurse professionals to progress in their career and to reach their full potential. Leena played a pivotal role in the upskilling of the nurses in India during the covid pandemic.

### **Learning Outcomes**

1. To have an understanding of the design and delivery of the educational programme that upskilled the Indian Nurses for managing covid-19 patients.
2. To highlight the effective use of digital technology for nurse education leading to professional development and inclusive empowerment of nurses from diverse background during a crisis period.
3. To explore the collective leadership approach that led to the success of the programme.

### **Recommended Reading**

1. <https://www.england.nhs.uk/our-nhs/people/online-version/new-ways-of-working-and-delivering-care/making-the-most-of-the-skills-in-our-teams/>
2. <https://www.nursingtimes.net/news/coronavirus/nurse-network-helps-to-address-immense-skill-gap-in-india-during-covid-19-04-06-2021/>
3. [https://www.elsevier.com/\\_data/assets/pdf\\_file/0015/1031163/Redeploying-Nurses-During-Times-of-Crisis\\_final\\_Digital.pdf](https://www.elsevier.com/_data/assets/pdf_file/0015/1031163/Redeploying-Nurses-During-Times-of-Crisis_final_Digital.pdf)

## Innovation in the delivery of education

A1

### Facilitating an empathetic approach to parenting: An innovative practice experience for children's nursing (CN) and social work (SW) students using RealCare infant simulation dolls

**Presenter:** Julia Petty, PhD, MA, PGCE, BSc honours, RGN / RSCN, Associate Professor learning & teaching, University of Hertfordshire, UK

**Co-presenters:** Lisa Whiting, Sheila Roberts, Brian Littlechild, UK

**Author:** Karen Mills, UK

#### Abstract

**Background:** In the light of the COVID-19 pandemic, the Nursing and Midwifery Council, in 2021, advised nurse education providers that they could provide students with simulated practice experience. As a response to the restrictions preventing face-to-face classroom contact, an innovative approach to simulation experience was developed using RealCare dolls. These are infant simulators designed to teach health related matters, previously used within dementia care (Mitchell, 2014) and with young people (Herrman et al., 2011). However, limited empirical evidence supports their use (Brinkman et al., 2016) or educational benefit. This opened an opportunity to explore their value with CN and SW students in providing simulated practice in relation to gaining an empathetic insight into parental experiences (Whiting et al., 2021).

**Aim:** To evaluate the use of RealCare doll simulated practice in relation to the development of an empathetic insight into parenting amongst CN and SW students.

**Methods:** One cohort of first year CN students (n=50) were provided with a RealCare doll to care for; they were subsequently invited to participate in an interview to ascertain their perception of the doll and its ability for them to develop an empathetic insight into parenting. Data collection for the CN students was undertaken between July-September 2021 with 9 participants. SW students will be given the doll in Spring 2022 and invited for interview. In addition, students are required to reflect on their learning and its application to practice in readiness for their next placement.

**Application:** Data collection and analysis are on-going. However, the presentation will report key, preliminary findings from the first phase of the project. The findings aim to inform the future teaching and learning of students using a creative simulation approach in relation to the development of empathy, a core skill for nursing and SW professionals.

#### Biography

Julia has been a qualified Children's Nurse since 1992 and was a Practice Educator at Great Ormond Street hospital before moving into Higher Education in 2001 at City University, London. She has worked at the University of Hertfordshire (UH) for the past 9 years leading on a number of modules, both generic and child focused including currently, a research module focusing on evidence-based children's nursing practice. She received her PhD in 2020 which focused on the parent experience of neonatal care and digital storytelling. She has also participated in a number of other educational research studies in child / neonatal care and has an extensive publication history in this area, both books and journal articles. Julia is a National Teaching Fellow and a Principle Fellow of Advance HE. She also works outside of UH for

NHS Professionals and as a deputy vaccination centre manager / vaccinator for Hertfordshire Community Trust

### Learning Outcomes

1. To gain insight into an innovative approach to simulation nursing practice in children's nursing and social work education using infant simulators.
2. To understand how RealCare simulation infant dolls can be used and explored in a learning and teaching capacity, an area currently unexplored.
3. To consider how such an approach may enable CN and SW students to empathise with parents in their practice.

### Recommended Reading

1. Whiting, L., Littlechild, B., Petty, J., & Rogers, S. (2021). Undertaking pre-pilot work to gain an empathetic insight into the participant perspective. *Nurse Researcher*. doi:10.7748/nr.2021.e1804
2. Brinkman, S. A., Johnson, S. E., Codde, J. P., Hart, M. B., Straton, J. A., Mittinty, M. N., & Silburn, S. R. (2016). Efficacy of infant simulator programmes to prevent teenage pregnancy: a school-based cluster randomised controlled trial in Western Australia. *The Lancet*, 388(10057), 2264-2271.
3. Mitchell, G. (2014). Use of doll therapy for people with dementia: an overview. *Nursing Older People*, 26(4), 24-26.

## A2

### **The Clinical Skills Programme: Innovation in Health Care Assistant training in an inner London borough from the Open Doors team (Tower Hamlets GP Care Group)**

**Presenter:** Jacqui Hodgson, RGN, Queens Nurse, PgCert (Teachers in Primary Care)

**Author:** Kelly Fletcher, UK

**Co-presenter:** Helen Simpson, Sally White, Natalie Brown, UK

### Abstract

The Open Doors team is a group of experienced practice nurses/advanced nurse practitioners who provide support and education to primary care staff in Tower Hamlets, London. The team has a unique understanding of the general practice environment and the potential challenges that face new Health Care Assistants (HCAs) who are often transitioning from administrative roles. Demands on primary care during the pandemic led to practices upskilling current staff. The on-the-job training in coalition with a local college, enables people from the diverse community to attain qualifications and opportunities they may feel unable to explore otherwise.

The team developed the Clinical Skills programme, to follow on from the Care Certificate training, designed to support HCAs to provide patient-centred, safe care. The Clinical Skills programme focuses on the practical application of topics that are relevant to general practice. It includes topics such as career development and is run alongside apprenticeship training.

The programme has 8-10 participants; a supportive and close-knit group that shares questions and concerns in a safe space. Team teaching aids learning and provides the opportunity for sharing experiences, vital in bringing subject matter to life. The sessions are fun and interactive, even including creating a mock-up pub when teaching alcohol awareness.

To consolidate the practical sessions and theory the clinical tutor attends the HCA's

workplace twice and observes them undertake consultations to assess competencies. This unique contact strengthens the HCA's learning, facilitates reflection, and provides individual feedback. These visits give the tutors insight into the practice environment and the challenges of working in a culturally diverse area with large pockets of deprivation. Many of the HCAs live and work in the area and feel passionate about supporting their own community.

Evaluation of previous courses was positive and it is now being run again.

### **Biography**

Jacqui has worked in primary care since 1995 and is an experienced educator. She is proud to be a Queens Nurse awarded for dedication to patient care, multi-professional education, and leadership. She joined the Open Doors Team in Feb 2021 and supports student GPNs in practice. She is responsible for the Health Care Assistants Care Certificate and Clinical Skills training and works clinically in Barnet.

### **Learning Outcomes**

1. To evaluate the role of targeted and practical group learning in improving health care assistant confidence and competence in primary care
2. To explore the benefits of external mentorship in improving health care assistant confidence and competence in primary care
3. To understand whether the Clinical Skills programme improves retention of health care assistant staff in primary care

### **Recommended Reading**

1. NHS England (2017) General Practice – Developing confidence, capability and capacity A ten point action plan for General Practice Nursing

2. RCGP General Practice Foundation / RCNi (2015) Competency Framework for Healthcare Assistants
3. Royal College of Nursing (2017) Accountability and Delegation: a guide for the nursing team

## **A3**

### **Using games to enhance the learning and teaching of genomics amongst adult field nursing students**

**Presenter:** Deborah Leetham, MSc, PGDE, Advanced Dip he, RGN, SFHEA, Senior Lecturer, Northumbria University, UK

#### **Abstract**

Whole genome screening is now being implemented into the patient pathway for a number of common conditions thus moving genomics into mainstream care. Such a radical transformation of service delivery requires practitioners to integrate genomics into their practice.

The teaching and learning of this contemporary subject remain challenging. Student nurses have questioned the relevance of this subject to their everyday practice and reported difficulty in translating the fundamental concepts of genomics into patient care. Equally teachers of nursing perceive lack of confidence and expertise as barriers to engaging with genetic and genomic content.

A novel pedagogical approach in addressing these deficits in learning and teaching of genomics is by utilising a game based approached. Games are reported to create effective learning environments and encourage problem solving and decision making in a less intimidating and fun way. Using games appears to provide 'flexible

pedagogy' so teachers can facilitate inquiry-based learning rather than teach in a didactic fashion.

The aim of this poster is to demonstrate how a range of games allowed students and teachers explore and compare real-life experiences vs. what is evidence-based practice. A flipped classroom approach allowed students to examine lesson material on-line prior to classroom activity. First exposure learning allowed them to learn the main concepts at their own pace. Games were the focus of the lessons which encouraged discussion and debate. Through active learning students developed curiosity about genomic concepts facilitating theory and practice cohesion. Importantly games also enabled teachers to relate genomic principles to their area of expertise resulting in more confidence in teaching this subject.

In the questionnaire evaluation of the pilot lessons students and teachers both expressed positive experiences when using games to explore a number of genomic concepts. There is scope for further exploration amongst a wider range of students.

### **Biography**

Deborah qualified as a nurse in 1987. She worked in a variety of clinical settings before specialising in genetic counselling where she was appointed as the one of the first Macmillan nurse specialists in genetics. Deborah moved into nurse education 16 years ago where she currently works as a senior Lecturer at Northumbria University. Deborah has brought her expertise of genetics and genomics into HE where she has integrated genetics and genomics into the undergraduate nursing curricula. She is also involved in the teaching of this subject in post qualifying programmes. Deborah has worked with HEE in the development of genomic educational

materials and more recently was invited by the Academic Health Science Network to develop and deliver a national training and education package to upskill primary and secondary practitioners in genomic counselling and testing for individuals with familial hypercholesterolemia. Deborah maintains close ties with the Genomics Medicine Service.

### **Learning Outcomes**

1. Describe the value of games as a pedagogical framework in the teaching of genetics and genomics
2. Discuss how active learning assists student nurses link theory and practice when learning about genetics and genomics
3. Present evaluation data collected from students and teachers from the pilot lesson and their implications for genetic and genomic lesson design

### **Recommended Reading**

1. Barbour C, Schuessler J (2019) A preliminary framework to guide implementation of the flipped classroom method in nursing education. *Nurse Education in Practice* 34 ( ) 36-42.
2. Boctor, L (2013) 'Active learning strategies: The use of a game to reinforce learning in nursing education. A case study', *Nurse Education in Practice*, 13 (2), 96-100.
3. Dewell, S, Benzies, K, Ginn, C and Seneviratne, C ( 2020) Assessing knowledge of genomic concepts among Canadian nursing students and faculty. *Int. J. Nurs. Educ. Scholarsh*, 17 (1), 1-10

## A4

### "Virtually there" - use of a multimodal model of simulation to enhance and support practice learning

**Presenter:** Matthew Aldridge, RN, RNT, MEd, BSc (Hons), SFHEA, Principal Lecturer for Education Enhancement, University of Wolverhampton, UK

**Authors:** Eve Pulsford, Michelle DeSouza, Kerry Reay, Natashah Khan Khattack, UK

#### **Abstract**

An increasing requirement for qualified nurses in the UK healthcare economy has resulted in the expansion of the undergraduate nursing programme across the sector. In turn, this must be supported by the availability of appropriate clinical experience during their period of education, which is currently set at 2300 hours over the duration of the course (Nursing and Midwifery Council, (NMC), 2018). The availability of suitable practice placements is an ongoing challenge, as is the number of practice staff who are able to supervise and assesses students in the clinical area (practice assessors). There is a significant risk to the delivery of the undergraduate nursing programme if suitable placement capacity cannot be sourced and sustained. One potential solution to this problem, supported by the NMC future standards for nurse education, is the creation of simulated clinical placement experiences: undertaken in the University setting, blending both online learning and face to face clinical teaching and simulation in the clinical skills labs setting. As well as providing suitable additional placement experiences, this also allows reproducibility and validity in the learning experience. A multimodal model of simulation was employed, using an online acute simulation platform "Vsim for nursing", supported by synchronous and asynchronous online discussion and collaboration

opportunities through a VLE and video conferencing. This was then triangulated by bringing nursing students into the simulation lab to undertake full high-fidelity simulated scenarios and undertaking proficiencies in skills such as catheterisation, NG intubation, cannulation, and blood transfusion. This was evaluated by a mixed methods approach of online survey and small focus groups. Students reported increased self-efficacy, self-confidence, and increased improvement in cognitive and psychomotor domains. This demonstrates a reproducible model for deploying students into simulated placements to increase capacity and improve skills and clinical experience exposure.

#### **Biography**

Matthew is a registered nurse and academic at the University of Wolverhampton. He has been instrumental in developing simulation as a learning and teaching methodology over the past fifteen years to enhance the delivery of healthcare education in a range of roles at a number of UK Universities. He has a particular interest in Technology Enhanced Learning (TEL) and its ability to enhance curricula. Matthew has worked regionally, nationally and internationally on the furtherance of the use of simulation in healthcare education. He has a clinical background in emergency nursing and is passionate about the integration of high-quality clinical skills education into the undergraduate healthcare curriculum. He is a member of the International Committee for the International Nursing Association for Clinical and Simulated Learning (INACSL), and has authored and developed simulation education programmes across a range of setting and professions.

#### **Learning Outcomes**

1. Discuss the importance of how simulation can increase placement capacity for undergraduate nurses



2. Discuss a reproducible model for creating a multi-modal model of simulation to augment practice
3. Identify how technology enhanced learning can augment student nurses clinical learning experience.

### Recommended Reading

1. Realising professionalism: Standards for education and training Part 1: Standards framework for nursing and midwifery education
2. INACSL HEALTHCARE SIMULATION STANDARDS OF BEST PRACTICE™

## Partnership working and collaboration

### B1

### Fostering placement partnerships with Private, Independent and Voluntary Organisations to create high quality, sustainable clinical placements

**Presenter:** Sally O'Toole, PG Dip in Health Professional Education; BSc (Hons) Nursing; Registered Nurse (Adult), Senior Practice Learning Facilitator for Private, Independent & Voluntary Organisations, Leeds Teaching Hospitals Trust, UK

**Co-presenters:** Caroline Duggan, Amy Hunter, Memory Van Beek, UK

#### Abstract

The demand for additional clinical placements for learners is well recognised (Health Education England, 2020). One way of increasing placement capacity is to better utilise the experience and knowledge of colleagues within Private, Independent and Voluntary Organisations (PIVOs). One aim of the Leeds Clinical Placement Expansion Project (@CPEPLEeds) was to create high

quality, sustainable clinical placement capacity for nursing students within PIVOs.

Early experiences of 'cold calling' PIVOs to create additional placements were not as successful as anticipated. Consequently, an alternative multifaceted approach was adopted which focused on the following key initiatives:

- Creation of a practice facing PIVO Practice Learning Facilitator (PLF) Team
- PIVO placement providers are assigned a named PLF
- Development of PIVO-specific training resources
- Engagement events for PIVOs

The assigned PLF for each PIVO worked collaboratively with their Education Lead to identify organisational pressures and strengths in order to establish and review placement provision and capacity. PIVO-specific training resources were developed and adapted to support the placement providers. Engagement events for PIVOs were also organised and facilitated by the PIVO PLFs to promote learning, sharing and networking across placement providers.

Expanding placement capacity within PIVOs is pivotal to ensuring our future nurses develop a broader experience and appreciation of all health and social care systems (Skills for Care, 2021). Developing supportive, professional and collaborative partnerships with PIVOs takes time and should be adequately resourced to enable the creation of high quality, sustainable clinical placements.

*Health Education England (2020) Health Education England to invest up to £10 m in clinical placements across England [online] Accessed 01.10.21 at [www.hee.nhs.uk](http://www.hee.nhs.uk)*

*Skills for Care (2021) How to make the most of student nurse placements [online] Accessed 15.10.21 at [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)*

### **Biography**

Sally currently works as a Senior Practice Learning Facilitator within the Leeds Clinical Placement Expansion Project team, funded by Health Education England and hosted by Leeds Teaching Hospitals Trust. Her primary role within this team is to create high quality, sustainable clinical placements for student nurses within Private, Independent and Voluntary Organisations. Her career as a Registered Nurse spans over 30 years working in a wide range of clinical specialties within the NHS acute setting, including elderly medicine; renal; transplantation; acute & elective general surgery; gastroenterology & endoscopy services. She has also held a number of senior nursing positions, including Senior Nurse Practice Development within Corporate Nursing, and most recently Senior Clinical Educator within general surgery, gastroenterology & endoscopy services. She is passionate about Practice Education and has a keen interest in the development of alternative models of learning and supervision.

### **Learning Outcomes**

1. To understand the importance of providing the right resources at the right time to foster effective collaborative partnerships
2. To gain a greater appreciation of the value of clinical placements within Private, Independent and Voluntary Organisations in order to develop our future nursing workforce

### **Recommended Reading**

1. NHS England (2020) We Are The NHS: People Plan 2020/21 - action for us all [online] ([england.nhs.uk](http://england.nhs.uk))

2. Nursing & Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses [online] ([nmc.org.uk](http://nmc.org.uk))
3. Skills for Care (2021) How to make the most of student nurse placements [online]([skillsforcare.org.uk](http://skillsforcare.org.uk))

## **B2**

### **Grow our Own Nurses Programme**

**Presenter:** Sophie King, Bsc Adult Nursing. PG Cert Teaching and Learning in Clinical Practice, Practice Education Facilitator (PEF), Liverpool University Hospitals NHS Foundation Trust, UK

### **Abstract**

Within the Northwest of England it is estimated there are currently over 4000 Nurse vacancies (NHSE & NHSI, 2021). The NHS People Plan (2020) called for organisations to make increased efforts to recruit and retain staff. As one of the largest healthcare trusts in the northwest in 2018 Liverpool University Hospitals (LUHFT) partnered with Liverpool John Moores University (LJMU) to introduce a Grow Our Own Nurses (GOON) Programme.

The driver for the programme were the “Grow Our Own – Creating conditions for sustainable workforce development” (Kings Fund, 2006). The GOON programme aims to enhance the student experience, offering diverse learning opportunities and improve feelings of belonging by increasing the familiarity with one organisation. This will help to reduce student attrition and to increase recruitment of nurses to the organisation. Student Nurses apply to join the programme in their first year of their nurse training using a collaborative approach between the Practice Education Facilitator at LUHFT and the Cohort Lead at LJMU. Students undertake majority of their clinical placements within the trust and are allocated a trust advocate. Students have

a 3-year plan of learning experiences and access to coaching/shadowing opportunities. Students are also encouraged to join the staff bank. Upon registration they are guaranteed employment in LUHFT and placed on a career pathway.

The student numbers have progressively increased from ten in cohort 1 to over 100 students across seven cohorts. The programme is expanding to include cohorts from Edge Hill University and University of Liverpool, allowing for more extensive collaborative working. These increases in placement capacity will be used by the HEI's to recruit from local applicants as part of the Widening Participation and Social Inclusion agenda. Initial results of the GOON programme are positive with 80% of Cohort 1 being employed as newly qualified nurses.

### **Biography**

Sophie King is a Practice Education Facilitator (PEF) at Liverpool University Hospital Foundation Trust in the Northwest of England.

### **Learning Outcomes**

1. Provide an overview of the Grow Our Own Nurses Programme
2. Demonstrate a collaborative approach to Nurse education
3. Demonstrate example of how to increase recruitment of newly qualified nurses

### **Recommended Reading**

1. Kings Fund, 2006. 'Grow Your Own - Creating The Conditions For Sustainable Workforce Development'
2. NHS, 2020. We are the NHS: People Plan for 2020/2021 – action for us all
3. Health Education England, 2020. Reducing Pre-Registration Attrition and Improving Retention.

## **B3**

### **“All for one and one for all!”: Benefits of longstanding collaboration across Cheshire and Merseyside Approved Education Institutes and Practice Partners.**

**Presenter:** Richard Williams, Practice Learning Lead - EHU, UK

**Authors:** Kate Knight, Trudy Hutchinson, Claire Walker, James Thompson, UK

### **Abstract**

Collaboration and partnership working forms vital part of any Approved Educational Institute's business strategy. Partnership working between AElS and practice partners is a key requirement from Professional Statutory Regulatory Bodies (PSRB) but, other than encouragement, there are no regulations that state AElS should work in partnership. This poster will demonstrate the positive experiences that AElS, across the Cheshire and Merseyside (C&M) region, have had working in partnership over many years. The C&M consortium (Edge Hill University, University of Liverpool, Liverpool John Moores University and University of Chester) has had a long-standing agreement to work in a collaborative approach on all things practice learning. Working as a consortium gives a stronger voice when discussing approaches to new standards and/or guidance being development from HEE or PSRBs. The practice leads for Nursing from the four AElS and the Chair of the C&M Practice Education Facilitator network meet regularly to share ideas, concerns and use a solution focused approach to problem solve. This agreement enables collaborative bids for funding which best utilises taxpayer's money, agreed principles of learning and assessment in practice so practice staff know what is

expected from them, no matter what one of these Universities the learner comes from and agreed understanding and interpretation of guidance e.g., NMC Emergency and Recovery Standards. The AElS also work in partnership sourcing new learning environments, respond jointly to any need to exception report learning environments to PSRBs, share capacity utilisation (share student number data) and maintain safety and quality of environments by using same process for educational audits and renewal, The benefit to the workforce in C&M is that the majority of the students that are employed, upon qualification, have been trained via the same approach and have had very similar experiences which enable more high-quality practitioners to come through the C&M pipeline.

### **Biography**

DipHE, BSc (Hons), RN (Mental Health), PGCTHE, FHEA Senior Lecturer - Practice Lead

### **Learning Outcomes**

1. Understanding the wider benefits to collaboration
2. Understanding the potential improvements to the quality of a regional Nursing workforce when the AElS have a consistent approach to practice learning.

### **Recommended Reading**

1. <https://www.nmc.org.uk/standards/standards-for-nurses/>
2. <https://www.hee.nhs.uk/our-work/quality>
3. <https://www.hee.nhs.uk/our-work/new-nhs-education-contract>

## **B5**

### **Collaborative success in creating a new national transfusion education programme for undergraduate nursing students**

**Presenter:** Jane Oldham, RN BSc (Hons) MSc, Transfusion Practitioner, Scottish National Blood Transfusion Service, UK

**Co-presenters:** Andy King-Venables, Avril Marshall, UK

**Author:** Susan Cottrell, United Kingdom

#### **Abstract**

##### **Background**

Publication of the Nursing and Midwifery Council (2018) *Standards of Proficiency for Registered Nurses* provided opportunity to revise undergraduate education across the nation.

Recognition of variability of educational content and delivery added stimulus to create a new standardised national programme.

##### **Method**

Gap analysis revealed new resource requirements for adult, child health, mental health and learning disability nursing students.

A small inter-departmental/agency group collaborated to create the new programme. Members included subject matter (transfusion and education) experts, nursing lecturers, practice education facilitator, administrator, graphic designer and digital specialist analyst.

Engagement with the Collaboration for the Enhancement of Pre-Registration Nursing, and creation of guidance for practice supervisors/assessors, has facilitated the national approach.

## Results

Collaboration between the nation's Blood Transfusion Service, Higher Education Institutes (HEIs) and clinical settings has produced a multifaceted, tailored programme.

Offering a blended approach suited to diverse learning styles, the programme incorporates lectures, eLearning, workbooks, reflective case studies, videos, games and simulated clinical skill workshops. Partnership with our graphic design colleague enabled development of a safe transfusion practice animation.

Collaboration with the NHS national education body lead resulted in the programme being hosted on the national digital learning platform, enabling universal availability via a single portal.

Arrival of a global pandemic prompted rapid adaptations to allow learning needs to continue to be met during times of social distancing. The programme now includes additional content such as voiceovers and virtual skills-based games.

The national transfusion team's transfusion practitioners work in partnership with HEIs, offering subject matter expertise to support the facilitation of clinical skills education.

## Conclusion

A small but thoughtfully selected group can effectively produce a comprehensive 'once for the nation' consistent approach to undergraduate transfusion education, whilst remaining agile enough to respond to fast paced change during the development process.

The programme will be formally evaluated in 2022.

## Biography

Transfusion Practitioner member of Scottish National Blood Transfusion Service  
Transfusion Team based in NHS Lothian.  
Transfusion Education Specialist member of Scottish National Blood Transfusion Team.

## Learning Outcomes

1. The reader will be able to describe the role of effective collaboration in the development of a new national undergraduate nursing transfusion education programme
2. The reader will be able to identify specific strategies for small group collaboration across organisations and departments to produce a nationally standardised and centrally accessible educational resource

## Recommended Reading

1. Nursing and Midwifery Council (2018) Future Nurse: Standards of Proficiency for Registered Nurses - accessed at <https://www.nmc.org.uk/standards/standards-for-nurses/>
2. Serious Hazards of Transfusion (2021) Annual SHOT Report 2020 Summary - accessed at <https://www.shotuk.org/wp-content/uploads/myimages/SHOT-Summary-ZCard-2020-v2.2.pdf>

## The student experience

### C1

### Does the maintenance of clinical credibility by nurse academics enhance the learning experiences of student nurses? An integrative literature review

**Presenter:** Chloe Dyer, Lecturer in Adult Nursing, BSc Adult Nursing, Adv Dip, FHEA, Lecturer in Adult Nursing, University of Plymouth, UK

## **Abstract**

*Background:* Clinical credibility is widely debated in the literature, with the concept depicted as an essential remit of a nurse academic's role in supporting students to unite theoretical and clinical practice. Maintaining credibility can have a significant impact on students' learning: when students perceive that their lecturers operationalise theoretical knowledge, their learning is enhanced. However, the likelihood of nurse academics maintaining clinical practice expertise significantly reduces over time and the student experience may be negatively affected by this.

*Objectives:* To undertake an integrative review on published papers exploring the clinical credibility of nurse academics and its impact on student learning experiences in a theory-based setting.

*Design:* An integrative review methodology, reviewing papers published in English (2011-2021).

*Data Sources:* Searches of CINAHL Plus, Medline, AMED, the Cochrane library, relevant internet sources, hand and citation searching highlighted 2,262 potential papers; from these, 5 met the review inclusion criteria.

*Review Methods:* Globally published qualitative and mixed methods studies focussing on the student experience of their academics' clinical credibility in a theory based setting (2011-2021) were included. Research papers included in the review were quality assessed using appropriate critical appraisal tools.

*Results:* 5 papers were included in the review and analysed thematically, identifying five themes: clinical credibility, teaching ability,

academic identity, storytelling and theory-practice gap.

*Conclusions:* The maintenance of clinical credibility was seen as important, however not vital for positive student learning. Participants favoured academics who related theory to clinical experiences to support understanding, with storytelling helping to link theory and practice, validate academics identity and evidence credibility. Academics displaying insufficient educational experience, including difficulty in transferring content to an audience, ability and confidence impacted on credibility as perceived by students. All studies used small samples and the limitations of data collection are recognised, therefore generalisability is limited.

## **Biography**

Chloë has been a Nurse for 12 years and teaches undergraduate nursing at the University of Plymouth, while supporting students and teams at a local trust as the Academic lead. Previously, Chloë was the Programme Lead at Solent University, worked as the Education Lead for Neurosciences at University Hospital Southampton NHS Foundation Trust and at the University of Southampton. Chloë has supported the education and development of all members of the healthcare multi-disciplinary team and has a passion for developing student learning. Chloë's research interests include the student experience of practice learning, developing integrative teaching and enhancing the role of the nurse academic. This project is the final stage of Chloë's MSc in Professional Practice in Health Sciences.

## **Learning Outcomes**

1. Academics displaying insufficient educational experience, including difficulty in transferring content to an

audience, ability and confidence impacted on credibility as perceived by students.

2. Drawing on clinical experience to support theoretical teaching was seen as important, which would not be possible if academics did not have enough experience and credibility to formulate clinical examples.
3. More trusted academics were well prepared, demonstrated passion for nursing and engaged students in lectures, demonstrating professional pride by presenting relevant, research based material.

### Recommended Reading

1. Attenborough, J. and Abbott, S. (2018) 'Building a professional identity: views of pre-registration students', *Nursing Times* [online], 114(8), pp.52-55. Available at: <https://www.nursingtimes.net/roles/nurse-educators/building-a-professional-identity-views-of-pre-registration-students-09-07-2018/>
2. Yarney, L., Adzimah-Yeboh, B., Domfeh, K.A. and Aboagya, A.Q.Q. (2021) 'Balancing Academia with Clinical Proficiency in the Training of Nurses at the University Level: The Case of Ghana', *International Journal of Nursing Education*, 13(1), pp. 85-93. doi:10.37506/ijone.v13i1.13321
3. Kermansaravi, F., Navidan, A. and Yaghoubinia, F. (2015) 'Nursing students' views of Nursing Education Quality: A Qualitative Study', *Global Journal of Health Science*, 7(2), pp.351-359. doi:10.5539/gjhs.v7n2p351

## C3

### Greater Manchester (GM) BAME Ambassador Role

**Presenter:** Lourinti Fletchman-Thompson, Registered Nurse, Practice Education Facilitator, Manchester University NHS Foundation Trust , UK

**Author:** Isma Moress, Carol Le blanc, UK

#### Abstract

The GM BAME learner voice relating to their Practice Learning experience is key to retention of this future workforce.

The research tells us that:

- Disproportionate number of BAME learners suspended from practice
- Disproportionate number of BAME Learners fail practice
- BAME learners likely to get lower degree classification
- Lived experience shows that BAME learners are treated differently in practice when it comes to opportunities
- More likely to experience microaggressions – comments or actions that indirectly, subtly or unintentionally discriminate against the individual
- Increasing evidence & debate of 'Hair Racism' especially within nursing
- Learners' fear of not being believed or raising a concern will affect their assessment

A key development with Greater Manchester is the role of BAME Learner Ambassador that offers a safe space for GM BAME learners to collectively share their practice learning experiences, good and poor, then escalate them through the GM BAME Learners Practice



Learning Experience Group and internally within provider organisations.

This role was created to identify both the struggles and achievements our BAME learners experience. The role is learner lead and is run by learners. By being an ambassador learners will:

- Gain new knowledge and skills with equality and diversity. Raise awareness of potential issues BAME students or staff alike face.
- Be able to raise both concerns and achievements BAME learners face in practice.
- Be an advocate for learners.

This role is supported through the Practice Education Facilitator Teams and will work with Freedom to Speech up leads within GM organisations this will enable learners to consider Freedom To Speak Up champion roles in the future. although presently in its infancy the learner group are keen to see the role grow across Greater Manchester and are presently look to develop a voice over video to raise awareness.

### **Biography**

Lourinti has been a Registered Nurse for over 25 years in a variety of backgrounds within Acute and community settings. She now works as a Practice Education Facilitator at Manchester University NHS Foundation Trust where she has been in post for the past 5 years. Lourinti has a passion for Equality & Diversity and is a advocate for all pre-registration healthcare professional learners within the organisation. She has worked collaborative with the learners within the trust to develop the BAME Learners Ambassador role within clinical practice settings.

### **Learning Outcomes**

1. Gain insight into the experiences BAME learners experience in practice learning environments
2. Understand the role of the BAME Learner Ambassador Role

### **Recommended Reading**

1. workforce race equality data
2. Will nurse leaders help eradicate 'hair racism' from nursing and
3. CLINICAL PLACEMENT EXPERIENCE OF NURSING Dorien Ulenaers, Joep Grosemans, Ward Schrooten, Jochen Bergs

## **C4**

### **Understanding student nurses experiences and perceptions of support strategies used to reduce attrition and improve retention: A systematic review**

**Presenter:** Danielle Edge, Registered children's nurse, Lecturer in children's nursing, University of Plymouth, UK

### **Abstract**

Student nurse attrition rates remain high globally, with an increased need to understand how we can improve retention rates. To date, numerous studies have focused on factors impacting student attrition as opposed to strategies to support student retention. The aim of the systematic review was to explore student nurses' experiences of support strategies used to improve retention and reduce attrition in United Kingdom higher education institutes (HEI). A systematic review was undertaken, by firstly exploring existing studies and research through a structured search of databases. Databases searched were CINAHL, PsychINFO, ERIC, Education complete research and Medline. A detailed electronic and hand search of relevant papers was



undertaken. Selected studies were then critically appraised, data was then extracted using a specific form with further thematic analysis. The themes were aligned to Tinto's Institutional Departure model (Tinto 1993). Ten studies met the inclusion and exclusion criteria and review. The main themes identified were building peer relationships, relationships with staff, student confidence and motivation, student connection with the institute and student persistence with studies. Various support strategies and interventions were found to be of benefit to student nurses' persistence within their nurse education programmes. With a sense of belonging, self-efficacy, building relationships with peers and academic staff identified as key contributors to encouraging students to stay. This review offers insight into students' experiences and perceptions of support strategies and how it could improve retention.

### **Biography**

Danielle is a registered children's nurse and lecturer in children's nursing at the University of Plymouth. She has worked in education for a number of years and has recently completed her Masters in practice education. Danielle's main research interests are in student experience and issues around retention of students and nursing staff. Danielle is also a member of the CYP: professional issues forum steering committee and is the newsletter editor for the Association of British Paediatric Nurses.

### **Learning Outcomes**

1. recognise attrition and retention issues within nursing education
2. To identify retention theory used in higher education
3. Examine various support strategies used in higher education

### **Recommended Reading**

1. RePAIR project (HEE 2018)
2. An integrative literature review of student retention in programmes of nursing and midwifery education: Why do students stay?

## **Quality in the face of challenge**

### **D1**

### **Exploring the merits and demerits of online learning for student nurses during the Covid-19 pandemic: A systematic review.**

**Presenter:** Stella Foluke Bosun-Arije, PhD (Adult Nurse), Senior Lecturer, Manchester Metropolitan University, UK

**Author:** Joseph Sunday, [UK](#)

### **Abstract**

The unprecedented Covid-19 pandemic has had a profound impact and exacerbated existing challenges associated with nursing education. The pandemic has caused significant modifications to how student nurses in Higher Education (HE) are taught clinical skills and theories. Various online teaching approaches surfaced to sustain the continuity of teaching and assessment during the pandemic. This review presents evidence about the merits and demerits of online learning for an understanding of factors that impact students' learning trajectories and experiences during the pandemic. It is cogent that student nurses are trained to be accountable, competent, and confident after training. It is essential to institute reasonable adjustments to level up the anomalies caused by the pandemic.

### **Methods**

Using Boolean operators, we searched six databases, Embase, PubMed, Cumulative Index to Nursing, and Allied Health Literature

(CINAHL), Cochrane Library, ERIC and Scopus for qualitative and quantitative articles reporting various strategies adopted for online for student nurses during the pandemic. References of published articles in the English language, between 2019 and 2021 were searched. We reviewed eight related articles that met the Critical Appraisal Skill Programme tool. We extracted data on online teaching and using the NVivo technique and thematic analysis (Boyatzis, 1998), we analysed the data.

### Results

Five themes emerged from the eight articles reviewed. Two themes; flexible learning environment and student-focused learning stood for the merits of online learning. Three themes; adding more burden to existing family stress, difficult academic workload, and tasks as well as academic isolation due to internet and electricity problems emerged as demerits of online learning.

### Conclusions

The demerits of online learning outweigh its benefits for nursing students. It is therefore recommended that higher institutions that have fully subscribed to online delivery of nursing education reflect on the need for blended learning to maximise both student satisfaction and learning experiences.

### Biography

Dr Stella Bosun-Arije obtained a PhD Nursing in 2019 at the University of Sunderland. Her background is in General Nursing and Midwifery- a Registered Nurse/Midwife in Nigeria and a Registered Adult Nurse in the UK. Her research interests include the management of Non-Communicable Diseases (NCDs) with a particular interest in the remission and management of Type 2 Diabetes mellitus. She is a professional member of Diabetes UK and the European Association for the Study of Diabetes (EASD).

She is a Fellow of the Advance HE and a member of the Royal College of Nursing. She blends academic rigour and academic kindness to secure quality teaching and assessment in Higher Education.

### Learning Outcomes

1. The demerits of online learning outweigh its benefits for nursing students.
2. It is essential to institute reasonable adjustments to level up the anomalies caused by the pandemic.
3. Higher institutions that have fully subscribed to online delivery of nursing education should reflect on the need for blended learning to maximise both student satisfaction and learning experiences.

### Recommended Reading

1. merits and demerits of online learning for student nurses during the Covid-19 pandemic
2. The demerits of online learning outweigh its benefits for nursing students

## D2

### Supporting high quality placements through key performance indicator development for private, independent, voluntary and other settings

**Presenter:** Caroline Duggan, BSc (Hons) Neonatal Intensive Care; Dip HE Nursing (Child); Registered Nurse (Child), Practice Learning Facilitator, Leeds Teaching Hospitals Trust, UK

**Co-presenters:** Sally O'Toole, Amy Hunter, Memory Van Beek, UK

### Abstract

The number of student placements available in private, independent, voluntary and other

settings (PIVOs) was adversely affected by the Covid-19 pandemic. The Clinical Placement Expansion Project in Leeds (@CPEPLeeds) sought to recover lost PIVO placement capacity and increase placement quality by introducing new quality measures to support PIVO placement provision.

Practice-facing PIVO Practice Learning Facilitators (PLFs) worked as a conduit between higher education institutions, NHS organisations and PIVOs, as the NMC emergency and recovery standards (NMC, 2021) took effect. After establishing relationships with PIVOs, PLFs developed PIVO-specific Key Performance Indicators (KPIs), which reflected PIVOs' core activity within the placement circuit. Using benchmarks provided by the Practice Assessment Record & Evaluation (PARE) system (PARE, 2021), and underpinned by Health Education England (2019) Quality Standards, local NHS KPIs were adapted to better support quality in PIVO placements.

Indicators were refined until 8 KPIs were suitable for adoption. The final KPI's included domains such as educational auditing, maintenance of PARE records, action planning, placement utilisation and recording of learner incidents. Rationale for each indicator was stipulated, alongside a red, amber, green (RAG) rating scale to objectively measure compliance. Compliance will be measured by PLFs against data recorded on PARE.

To enhance roll-out of the KPIs, a biannual meeting framework has been developed to maintain channels of communication with PIVOs. The meetings will provide an opportunity to celebrate successes, acknowledge PIVOs contribution and highlight support offered, as well as more formal review processes. This contributes to equity in

support for all placement providers across the circuit.

Health Education England (2019) HEE Quality Framework 2019-2020 [online] Accessed on 18.10.21 at [www.hee.nhs.uk](http://www.hee.nhs.uk)

NMC (2021) Emergency and Recovery Standards. [online] Accessed 28.09.21 at [www.nmc.org.uk](http://www.nmc.org.uk)

PARE (2021) Practice Assessment Record and Evaluation. [online] Accessed 28.09.21 at [OnlinePARE.net - Practice Assessment Record and Evaluation](http://OnlinePARE.net - Practice Assessment Record and Evaluation)

### **Biography**

Currently part of the HEE funded Clinical Placement Expansion Project, Caroline is a Practice Learning Facilitator working with private, independent, voluntary and other organisations in Leeds. This role aims to expand capacity and support quality improvements within the clinical placement circuit. Her previous work experience includes a project role within Medicines Management and clinical nursing within Neonatal and Paediatric services. Professional interests include clinical education and neonatology. She is concerned with maintaining clinical skills and experience in order to ensure she retains an appreciation of the reality for nurses within clinical settings, so that this can inform her current work.

### **Learning Outcomes**

1. To introduce new quality measures to placements in private, independent, voluntary and other settings, informed by key HEE documents.
2. To create a channel of supportive communication with PIVO placements in between educational audits, that acknowledges their contribution to student learning and allows for

collaborative action planning where improvements can be made.

### **Recommended Reading**

1. Health Education England (2019) HEE Quality Framework 2019-2020 [online] Accessed on 18.10.21 at [www.hee.nhs.uk](http://www.hee.nhs.uk)
2. NMC (2021) Emergency and Recovery Standards. [online] Accessed 28.09.21 at [www.nmc.org.uk](http://www.nmc.org.uk)
3. PARE (2021) Practice Assessment Record and Evaluation. [online] Accessed 28.09.21 at OnlinePARE.net - Practice Assessment Record and Evaluation

## **Innovation in the delivery of education**

### **E1**

#### **Pre-Preceptorship**

**Presenter:** Megan Bartlett, Child Nursing BSc (Hons), Clinical Placement Facilitator, University Hospitals of Leicester, UK

**Co-presenter:** Jade Wilkinson, Dominique Shearer, UK

#### **Abstract**

The difficulties of transitioning from student to a Newly Qualified Nurse (NQN) are well documented (Bartley and Huntley-Moore, 2021). Kramer (1974) considered the “reality shock” that a NQN is faced with and the associated frustrations (Kumaran and Carney 2014). During, the Coronavirus pandemic, Health Education England (HEE), worked alongside partners to deploy finalist student nurses as part of the workforce, within University Hospitals of Leicester (UHL) the term Aspirant Nurses was adopted. The identified students were prepared for the role, support provided by the Practice Learning Team and attempts were made to place them in the clinical area that they would eventually

be employed in. Feedback was gathered from the students regarding their transition period and this indicated that they felt more prepared for the NQN role and that transition was smoother as they had been accepted as part of the team in which they were working prior to registration.

Following this, a dedicated programme has been developed within UHL to enhance final year child students’ opportunity to develop confidence in the knowledge and practical skills expected when entering preceptorship. The programme was named the Pre-Preceptorship Programme. Students are able to start their Pre-Preceptorship journey by working through an adapted competency booklet which evidences skills to aid final sign-off when they become a Preceptee. Students are also encouraged to register for the local online learning platform, in order to access mandatory and statutory training which supports in both the achievement of learning outcomes as a student, but also the employer expectations on induction. The development of the programme shall also be evaluated over time, based on the student's experiences. Overall, the aim would be to reduce the “reality shock” (Kramer, 1974) that the NQN experience, by preparing student nurses similarly to the Aspirant Nurses in their Pre-Preceptorship time.

#### **Biography**

Megan qualified as a Children's Nurse in 2014 and went onto work on the Children's High Dependency Unit within the University Hospitals of Leicester NHS Trust until 2021, recently holding the position as a Deputy Sister. She joined the Practice Learning Team within the University Hospitals of Leicester NHS Trust in 2021 as a Clinical Placement Facilitator. Supporting Student Nurses, Trainee Nursing Associates and their Practice Supervisors and Assessors within the Children's Hospital, to ensure quality

placement experiences. She has been involved in the development of initiatives to enhance student learning and the transition to qualification. Jade qualified as a Registered Children's Nurse in 2011 with a Bachelor of Science Degree obtained via De Montfort University in Leicester. Jade worked in the Children's High Dependency Unit where she gained further study to become qualified in speciality, later progressing to become a Deputy Sister. Jade works in the Education & Practice Development team and for the past four years has led on Preceptorship for the Children's Hospital at the University Hospitals of Leicester NHS Trust and is passionate in supporting the transition from student to registered nurse. Dominique qualified as a Children's nurse in 2004. She joined the Practice Learning Team within the University Hospitals of Leicester NHS Trust in 2014, as a Clinical Placement Facilitator, supporting student nurses and their Practice Supervisors and Assessors to ensure quality placement experiences. More recently she has commenced in the role of Practice Learning Lead managing child placement capacity and quality within the trust. She has been involved in the development of various initiatives to enhance student learning and the development of practice.

### Learning Outcomes

1. Consider strategies for better preparing finalist student nurses to tackle the identified challenges of transition.
2. Have an understanding of how a locally developed project has supported finalist student nurses transitioning to qualification
3. How collaborative work between the Education and Practice Development and Practice Learning Teams can explore the challenges faced by newly qualified nurses in practice and implement methods ease

the transition from pre- to post-registration

### Recommended Reading

1. Bartley, N. and Huntley-Moore, S. (2021). Supporting the transition from nursing student to newly qualified children's nurse. Available: <https://journals.rcni.com/nursing-children-and-young-people/evidence-and-practice/supporting-the-transition-from-nursing-student-to-newly-qualified-childrens-nurse-ncyp.2021.e1372/abs>
2. Kramer, M. (1974) Reality Shock: Why Nurses Leave Nursing. St Louis: CV Mosby
3. Kumaran, S. and Carney, M. (2014) Nurse Education in Practice 14, 6 November 2014 PP605-611

## E2

### Introducing a New Starter Induction Platform at Royal Manchester Children's Hospital utilising a Blended Learning Approach

**Presenter:** Lesley Richardson, RSCN, Matron for Education, MFT, UK

**Co-presenters:** Alison Butterworth, UK

### Abstract

The key aim of this innovative change to the induction programme was to provide a high-quality standardised competency-based induction package for all registered health care professionals commencing in post at Royal Manchester Children's Hospital and the Managed Clinical Services despite the current evolving COVID 19 environment. As a team we recognized the importance of maintaining a comprehensive monthly programme with associated competences but identified the urgent need for the delivery to be redeveloped whilst maintaining high

standards. A blended learning approach was utilised which incorporated building a virtual platform that would accommodate eLearning, a virtual classroom, educational resources, standardised clinical competences and a booking system for socially distanced face to face clinical skills sessions. Developing this unique innovative hospital wide induction ensured that individuals new to the organisation were prepared for the clinical challenges whilst providing evidence-based care which would positively impact on patient experience.

The Royal Manchester Children's Hospital education team transformed the previous two-week, face to face induction programme by creating a unique innovative virtual platform using a blended learning approach. The blended learning approach included virtual sessions, pre-recorded sessions, an electronic drug/fluid calculation test, eLearning and where there was no alternative, we provided face to face clinical skills sessions in a socially distanced environment. The team designed and built the virtual platform, updated and restructured the content whilst coordinated contributions from the Multidisciplinary Team. This ensured that all registered health care professionals were able to access a comprehensive induction programme in a COVID secure environment.

### **Biography**

I am a children's nurse with 26 years experience working both within Critical Care and Education. I currently lead the Royal Manchester Children's Hospital Education Team as the Matron for Education and have recently qualified as a Professional Nurse Advocate

### **Learning Outcomes**

1. To provide all registered new starters with a comprehensive standardised foundation prior to commencing in the clinical area
2. To provide an inclusive virtual induction programme utilising a blended learning approach

### **Recommended Reading**

1. Mind the Gap Report
2. The Courage of Compassion

## **E3**

### **Medicines are more than mathematics: development of an online medicine management course for Registered Nurses**

**Presenter:** Katarzyna Patynowska , MSc, BSc (Hons), RN, Practice Development Facilitator, Marie Curie, UK

**Co-presenter:** Valerie Moore, UK

### **Abstract**

#### **Introduction**

Literature about medicine management training for Registered Nurses focuses on safety, particularly drug calculations. While drug calculations are important, not all drug errors solely relate to these. Human factors are also an important consideration. Literature supports the feedback, received by the project team from Registered Nurses, that the drug calculation test can induce fear and anxiety, impacting on performance. There also appears to be reluctance within some organisations to require Registered Nurses to undertake calculation tests, which gives no measure of assurance of their proficiency and safety in practice.

### **Aim**

To design an innovative practice based online course to support learning and development for Registered Nurses to be safe, competent

and person-centred, practitioners while providing assurance for employing organisations around medicine management.

### **Method**

A range of evidence was employed to underpin development of the online course, with principles of collaboration, inclusion and participation used throughout the project. The course has two main parts. The first part includes open access to self-assessment, which is informed by professionally endorsed publications as well as organisational policies. If the Registered Nurse identifies gaps in their capability, there are links to optional learning resources. The second part consists of clinically relevant, assessed scenarios, incorporating drug calculations, which is mandated for 3 yearly assessments. The design requires application of knowledge, critical thinking and problem-solving to explore, engage and interact with the scenarios. They reflect diversity, complex needs and challenges faced within everyday nursing practice.

### **Results**

Initial evaluation data indicates that 89.7% of Registered Nurses learned something new by completing the course and many highlighted specific areas of practice where they will do things differently. The Project team continually review the feedback and incidents, to inform further course development.

### **Conclusion**

The design alleviated the anxiety of being tested by a random list of disconnected drug calculations.

### **Biography**

Katarzyna Patynowska is a Practice Development Facilitator and a Research Nurse in Marie Curie. She's currently completing PGDip 'Developing Practice in Healthcare' at

Ulster University while keeping close to clinical nursing practice. She is a nurse and sociologist with an interest in staff education and support, workplace culture and its impact on individuals and practice. Always guided by principles of meaningful collaboration to achieve shared goals and to improve experiences of care delivery for service users and staff. Katarzyna recently focused on the research project about lone working experiences, support and educational needs of staff providing palliative care in the community. She is also a passionate runner and busy mum.

### **Learning Outcomes**

1. To stimulate thinking in the development of more clinically relevant courses, featuring the complexities of daily practice
2. To recognise the possibility of meeting the educational needs of staff, as well as the regulatory and organisational requirements, ultimately for the benefit of service users
3. To identify how incorporating person-centred principles can enrich a medicines management course beyond drug calculations, policies and guidelines

### **Recommended Reading**

1. Allen, D. (2021) Maths anxiety: how to conquer your fears and calculate with confidence. *Nursing Standard*. 36, 7, 51-54.
2. Cloete, I. (2015) Reducing medication errors in nursing practice. *Cancer Nursing Practice*. 14, 1, 29-36.
3. Lapkin, S., Levett-Jones, T., Chenoweth, L. and Johnson, M. (2016) The effectiveness of interventions designed to reduce medication administration errors: a synthesis of findings from systemic reviews. *Journal of Nursing Management*. 84, 845-858.



## E4

### **Developing an Evidence-Based Educational Framework to Support the Trauma Care Competencies of Intensive Care Unit Nurses in Saudi Arabia**

**Presenter:** Maha Almarhabi , PhD researcher ,PhD researcher , Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care, King's College London., UK

**Author:** Julia philippou, Jocelyn Cornish, Mary Raleigh, UK

#### **Abstract**

The management of trauma patients in intensive care units (ICUs) has a significant impact on patients' survival and outcomes. Trauma care during this phase is complex, and care management requires skilled and knowledgeable nurses to deliver competent care and improve patient safety and outcomes. To ensure the delivery of competent care within high tech and constantly changing ICU practices, continuous education and training strategies in the clinical environment are needed. This study explores the development of an educational framework for ICU nurses' trauma care competency development that meets the needs of the mixed-culture education context in Saudi Arabia.

The study uses an exploratory qualitative design guided by the Medical Research Council framework for developing complex interventions. A systematic review of ICU trauma care educational interventions and a theoretical review of education theories were completed to inform the development of the framework. Furthermore, in-depth interviews with key stakeholders in the Saudi ICU context will be conducted. The sample included national and expatriate ICU clinical nurses, ICU

nurse managers/leaders and clinical educators as key informants. This is to provide an in-depth understanding of the local context, practices and education needs in ICU trauma care, as well as to identify the main factors (individual and contextual) influencing nurses' in-service training in Saudi Arabia. The data will be analysed thematically. The findings of this analysis are expected to add new knowledge to the field of clinical education theories and education practices of a diverse ICU workforce with different educational and cultural backgrounds. In addition, the findings will inform a feasibility trial for an educational intervention to assess the acceptability and effectiveness of the developed framework and the potential for wider implementation.

#### **Biography**

Maha Almarhabi is a postgraduate researcher at the Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care at King's College London. Maha holds an MSc in Advanced Nursing (Adult Critical Care) from the University of Nottingham. She is a Senior Nurse Specialist in adult critical care nursing registered by the Saudi Commission for Health Specialties. Maha has a clinical experience of working as a bedside nurse in the intensive care unit (ICU). She is working as an academic educator in the Nursing school at King Abdulaziz University in Saudi Arabia, from where she granted a scholarship to do her PhD studies. Maha has grown a passion for improving the nursing care provided to critical cases in ICUs, particularly for the patients who sustained traumatic injuries. She is interested in trauma care research and the research focusing on the innovation and enhancement of ICU nurses' clinical education and in-service training strategies.

#### **Learning Outcomes**

1. Recognise that developing an educational framework in clinical environment



requires an understanding of the dynamic of educating a mixed cultural workforce as well as the influencing factors from individual and contextual aspects.

2. Develop ideas on how to use multiple sources of evidence (i.e. theories, literature review, stakeholders involvement in an in-depth interview) to enhance the rigour and successful implementation of a designed educational framework.

### Recommended Reading

1. Mukhalalati, BA. and Taylor, A. (2019). Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators. *J Med Educ Curric Dev*, 6, 1–10.
2. Aliakbari, F., Parvin, N., Heidari, M., and Haghani, F. (2015). Learning theories application in nursing education. *Journal of education and health promotion*, 4, 2.
3. Whiting, D. and Cole, E. (2016). Developing a trauma care syllabus for intensive care nurses in the United Kingdom: A Delphi study. *Intensive and critical care nursing*, 36, 49–57.

## Innovation in the delivery of education

### F1

### An evaluation of the Nuffield Health Preceptorship Programme. Delivering effective Nursing education during the Covid-19 pandemic

**Presenter:** Chris Davis, MSc Sports & Exercise Medicine, BSc Physiotherapy, Learning and Development Specialist - Clinical Education, Nuffield Health, UK

**Co-presenter:** Rachel Berridge, UK

### Abstract

#### Introduction

Our Preceptorship for newly qualified Nurses grow's from strength-to-strength, recently achieving Nursing Times Workforce 'Preceptorship of the Year'. Historically delivered face-to-face, it required re-design to ensure continued virtual support was available during the Covid-19 pandemic. Preceptorship underwent further re-design post quality assurance review (QAR) in early 2021, ensuring compliance against standards (Nursing and Midwifery Council [NMC], Health Education England, Department of Health and Capital Nurse). The aim of this programme evaluation was to measure effectiveness and impact of our newly designed Preceptorship.

### Methodology

A prospective, longitudinal cohort design was used. Data collection occurred at baseline, four modular intervals and endpoint. Preceptorship lasted 7-months and comprised 58 Nurses. General Self Efficacy (GSE), Evidence-Based Nursing Practice Self-Efficacy, Net Promoter Score (NPS), professional/organisational commitment and job satisfaction was collected alongside qualitative data.

### Results

53 Preceptees completed evaluation (92% response rate). Preceptorship was rated highly valuable (9.5/10 +/- 0.9). GSE grew 5% (1.4/30 +/- 3.6), Evidence-Based Nursing Practice Self Efficacy grew 18% (27.7/153 +/- 23.8) with professional/organisational commitment and job satisfaction showing marginal improvements (OC 0.3 +/- 1/1, PC 0.2 +/- 1.2, JS 0.0 +/- 1.7). NPS was +81. Qualitative data supported with three key themes. 1. The preceptees were thankful for Preceptorship. 2. It helped instil and grow confidence. 3. It was a supportive programme.

### Impact

At organisational level this evaluation supports the decision to continue investing in our newly qualified Nurses through Preceptorship.

At professional level it validates how important the first few months of a newly qualified Nurses career is, and the opportunity we have to develop confidence and instil clinical self-efficacy during this time.

### **Conclusion**

This evaluation demonstrates our Preceptorship continues to offer high value and improves self-efficacy for newly qualified Nurses. It shows hybrid delivery is effective, and our results likely reflect changes implemented during the QAR process.

### **Biography**

Chris Davis is a Learning and Development specialist, working in clinical education at Nuffield Health. Chris oversees various Nursing programmes including Preceptorship, OSCE preparation and clinical leadership programmes within the charity. Chris has a passion for using clinical education to drive engagement and promote high quality patient care, alongside robust evaluation strategies.

### **Learning Outcomes**

1. To understand the efficacy of our hybrid delivery Preceptorship Programme
2. To recognise how Preceptorship can support Newly Qualified Nurses

### **Recommended Reading**

1. Principles for Preceptorship (2020), Nursing and Midwifery Council
2. Preceptorship Framework (2020), Capital Nurse
3. Preceptorship Framework for Newly Registered Nurses, Midwives and Allied Health Professionals (2010), Department of Health

## **F2**

### **The Evidence Based Practice Course- Improving Staff Confidence**

**Presenter:** Emily Lambert, BSc, Lead Nurse- Pathway to Excellence, Northampton General Hospital, UK

**Co-presenter:** Bev Al-Azzawi, UK

### **Abstract**

**Method:** Following an educational needs analysis the Research and Evidence Based Practice Council introduced a 3-day training programme which provided staff with an understanding of using research and evidence-based practice within their area. The course was provided by staff from across the MDT within the Trust. Prior to the course commencing the faculty asked staff to self-assess their level of competence via an electronic questionnaire. Competence was assessed using a 5-point Likert skill. Further rounds of questionnaires were then undertaken following completion of the course and on completion of the project. Data analysis was then undertaken using SPSS to perform a repeated measures ANOVA alongside descriptive statistics.

**Findings:** The questionnaire self-assessed confidence across 23 topics. Of the 23 topics the mean improved across all 23 on completion of the course and then a further 16/23 on completion of the project when compared to the midpoint findings.

A one-way repeated measures ANOVA showed a statistically significant difference in overall confidence levels during at least 1 time point of the course;  $F(2, 14) = 13.939$ ,  $P < 0.001$ , partial  $\eta^2 = 0.66$ . The post hoc tests revealed the confidence levels changed significantly from pre-course ( $n = 2.25$ ) to both

post course (m=3.75) and post project (m=4.375).

**Conclusion:** The introduction and delivery of an evidence-based practice course is significant in improving confidence understanding and delivering projects based on evidence-based practice.

### Biography

Emily Lambert currently is leading the UK's first acute Trust on their journey to redesignate for Pathway to Excellence. Since qualifying in 2013 Emily has spent a large part of her career working in practice education. Emily is currently undertaking an MA in Research Methods at the University of Nottingham and hopes to embark on her PhD in 2022. Emily is also chair of the NMAHP Research Steering Group.

### Learning Outcomes

1. Improve staff confidence in application of evidence-based practice
2. Staff to complete project on evidence-based practice
3. Staff better equipped for further academic study

### Recommended Reading

1. Preparing Nursing Contexts for Evidence-Based Practice Implementation: Where Should We Go From Here?
2. Teaching evidence-based nursing practice: A systematic review and convergent qualitative synthesis

## F3

### Effectiveness of Boot camp in objective structured clinical examination (OSCE) teaching

**Presenter:** Vidhya Kaleeswaran, RN, MSN, Education Practitioner, Leeds teaching Hospital Trust, UK

**Co-presenters:** Josephine Harrison, Luke White, UK

### Abstract

#### Background:

Nurses and midwives who have trained outside the European Economic Area (EEA) and want to work in the UK as a nurse or midwife must gain professional registration with the Nursing and Midwifery Council (NMC). Applicants are tested for competence through a two-part process. Part one is the computer-based test (CBT), Part two - practical objective structured clinical examination ([OSCE](#)), held in the UK in one of the three test centres. Leeds teaching university hospitals have recruited 323 international nurses until today. Seven cohorts of international nurses have been provided with effective OSCE training since Feb 2020. Throughout their OSCE training, international nurses face multiple transition periods, adapting to new culture and environment and increased demand to clear the OSCE within 12 weeks' time, combined with the pandemic.

#### Objective

To evaluate the effectiveness of boot camps in improving clinical skills, knowledge, and confidence in acquiring the NMC registration.

#### Methods:

Boot camps are in-training courses combining simulation-based practice with other educational methods and materials mainly from health education of England to enhance learning and preparation for individuals to undertake their OSCE. Initially extensive training of around 10-12 weeks along with clinical posting was followed for cohort 1 -5 and then boot camp style has been adopted for cohort 6-7.

#### Results:

Analysing data from the 7 different cohorts comprising of 323 candidates from various nationalities, we found that there is a statistically significant differences in outcomes of their OSCE results averaging from 70% to 79% with the boot camp teaching.

#### **Conclusion:**

Boot camps were shown as an effective educational strategy to improve learners' clinical skills, knowledge, and confidence. The course improved overall knowledge, and the OSCE exam takers reported satisfaction and confidence in the simulation-based boot camp experience, which is clearly reflected by the results.

#### **Biography**

Registered Nurse with over 18 years of proven experience and have supported various roles from general nursing, midwife, Assistant lecturer, Nursing researcher, project management, training etc. Midwife and Medical Surgical Nurse with a broad-based knowledge in patient care, emergency management, and research derived from working in clinical as well as from teaching nursing students and health care facilities abroad.

#### **Learning Outcomes**

1. Boot camps teaching increases the clinical skills, knowledge and confidence of the international candidates
2. The percentage of acquiring the NMC registration increases with boot camp teaching.

#### **Recommended Reading**

1. NMC Test of competence
2. Health education of England materials for OSCE

## **Inclusion and equality in learning, teaching and assessment**

### **G1**

#### **Advancing Equity, Diversity & Inclusion with International Recruitment at Nuffield Health**

**Presenter:** Chris Davis, MSc Sports & Exercise Medicine, BSc Physiotherapy, Learning and Development Specialist - Clinical Education, Nuffield Health, UK

**Co-presenter:** Chris Davis, UK

**Author:** Susana Almeida Novo, UK

#### **Abstract**

##### Introduction

Acknowledging the impact of international recruitment on diversity was an initial steppingstone in advancing our equity, diversity and inclusion agenda. The next step required an understanding of how equity and inclusion was experienced by employees. The Learning and Development arm of the international recruitment team hold a privileged position where the design and delivery of professional development opportunities and continuous pastoral care foster trusting relationships for mutual growth. In taking advantage of this, the aim of the programme was to understand the lived experiences of our colleagues to support organisational insight.

##### Design

A phenomenological qualitative approach was used. Sites were categorized into small, medium and large relative to the number of recruits received. An equal representative sample of candidates was selected and approached for interview over two months from each category, with an aim of total group sampling of 10%. The semi-structured interview lasting approximately thirty minutes

focused on: authenticity, belonging and comparison of UK experiences of equity, diversity and inclusion with non-UK experiences. Interviews were audio-recorded, transcribed, submitted to discourse analysis and theme identification.

### Outcomes

From an aim of 10% (6 semi-structured interviews) total group sampling, 7% (4 semi-structured interviews) accepted. The themes that emerged were:

- Recognised fear of demonstrating authenticity rooted in their country of origin's culture.
- Feeling of organizational belonging proportional to level of professional and pastoral support provided to the international recruit, furthermore to their familiarity with local language, culture and customs.
- Experiences of equity, diversity and inclusion and leadership styles within the UK notably more positive when compared with previous non-UK experiences.

### Impact

The information obtained informed: the organizational equity forum responsible for advancing the equity, diversity and inclusion agenda; the leadership development programme; the redesign of future international recruitment initiative inductions; and support needs of teams receiving recruits.

### **Biography**

Chris Davis is a Learning and Development specialist, working in clinical education at Nuffield Health. Chris oversees various Nursing programmes including Preceptorship, OSCE preparation and clinical leadership programmes within the charity. Chris has a passion for using clinical education to drive

engagement and promote high quality patient care, alongside robust evaluation strategies.

### **Learning Outcomes**

1. To understand lived experiences of equity, diversity and inclusion of international recruits during their first year in the UK.
2. To understand the current organisational culture relating to equity, diversity and inclusion.

### **Recommended Reading**

1. NHS International Recruitment Toolkit (2019), NHS Employers
2. Building Inclusive Workplaces - Assessing the Evidence (2019), CIPD
3. Equality, Diversity and Inclusion Training - A Good Practice Guide (2021), NHS Employers

## **G3**

### **The academic journey of students with specific learning difficulties undertaking pre-registration nursing programmes in the UK: a retrospective cohort study.**

**Presenter:** Caroline Crawford, Lecturer in Nursing, Ulster University, UK

**Author:** Vidar Melby, Pauline Black, UK

### **Abstract**

There are many reasons why people of all abilities should be encouraged to apply for university. Higher education is known to lead to better job security, improved job prospects and a higher salary. It is an important vehicle for 'closing the gap' of health and wealth disparities between those with disabilities and those without. Thanks, in-part, to widening access and participation policies, the numbers of students in higher education with disabilities (including learning difficulties) is increasing. The prevalence of nursing students

with specific learning difficulties enrolled on pre-registration nursing programmes, and the impact that this diagnosis has on their academic outcomes are currently unknown.

**Design:** A retrospective cohort design.

**Settings:** One university in the UK offering BSc Honours Degree programmes in Adult and Mental Health Nursing.

**Participants:** Pre-registration adult and mental health nursing students (n=1152) enrolled in the programmes between 2012 and 2016.

**Methods:** Pearson's Correlation, ANOVA and crosstabulation were used to identify the differences and associations between each group of students with the outcome variables grade percent average and programme completion.

**Results:** 12.5% of the students were identified as having a specific learning difficulty and were entitled to reasonable adjustments. The analysis shows that their grade percent average and completion rates were almost equivalent to students without a specific learning difficulty, with average yearly grades between groups differing by a few percent.

**Conclusions:** The differences between students with a specific learning difficulty and those without are small. Reasonable adjustments appear to mitigate the learning difficulties that students with specific learning difficulties have. Educators need to continue to promote ways of identifying students with specific learning difficulties as early as possible in the student's academic journey. Responsive adjustments in teaching and assessment in theory and practice components should be implemented

to ensure that all students' opportunities to succeed are maximised.

### **Biography**

Caroline Crawford is a lecturer in the School of Nursing at Ulster University. Her clinical background is in theatre, anaesthetic, recovery nursing and clinical drug trials. Her research interests include neurodiversity in higher education and selection criteria for nursing programmes.

### **Learning Outcomes**

1. Inclusion and equality in learning, teaching and assessment
2. The student experience

### **Recommended Reading**

1. Wray, J. Aspland, J. Taghzouit, J. Pace, K. (2013) Making the nursing curriculum more inclusive for students with specific learning difficulties (SpLD): embedding specialist study skills into a core module. *Nurse Education Today*. 33(6), pp.602-607.
2. Stanley, N. Ridley, J. Manthorpe, J, Harris, J. Hurst, A. (2007) *Disclosing Disability: Disabled students and practitioners in social work, nursing and teaching*. Disability Rights Commission, United Kingdom.
3. Morina, A. Orozcol, I. (2020) Facilitating the retention and success of students with disabilities in health sciences: Experiences and recommendations by nursing faculty members. *Nurse Education in Practice*. 49 pp.1-8.

## G4

### **Reasonable adjustments for student nurses in clinical placement in the United Kingdom: The perspectives of the associated Community of Practice on current criteria and procedures**

**Presenter:** Liz King, RN (Child), BSc (Hons), MSc, NMC Registered Nurse Teacher, Senior Lecturer, London South Bank University, UK

#### **Abstract**

Title: Reasonable adjustments for student nurses in clinical placement in the United Kingdom: The perspectives of the associated Community of Practice on current criteria and procedures.

Background: In the United Kingdom, pre-registration nursing students include those with a disability or impairment who can require extra learning support to maximise their achievement of clinical proficiencies. This primary research reports upon a suggested Community of Practice (CoP) related to facilitating these reasonable adjustments in clinical placement. This group of practitioners can optimise the clinical learning environment but are potentially hindered by limited evidence-based knowledge and a lack of national guidance.

Research aim: To confirm the existence of this CoP and investigate the development of these practitioners' reasonable adjustments knowledge base. In addition, to seek the views from these individuals regarding the efficacy of current related criteria and procedures.

Methodology: Using a broad interpretivist approach, semi-structured interviews elicited the opinions and experiences from 13 study participants, involved with supporting student nurse learning in clinical placement, from varying parts of the United Kingdom. All

interview data were transcribed, coded and then thematically analysed.

Findings: Three main themes were identified- 'lack of consistency', 'an experiential approach', and 'sharing good practice'.

Conclusions: The findings confirm the emergence of a CoP associated with reasonable adjustments for student nurses in clinical placement, but with traits differing from those of a conventional CoP. A lack of both an evidence base and national guidance can hinder the development of CoP members' knowledge and understanding of reasonable adjustments. Further research is recommended to fully understand this unique CoP and promote its existence to the wider nursing body.

#### **Biography**

On qualification as a RN(Child) in 2000, Liz's clinical nursing career has included paediatric cardio-respiratory, oncology, infectious diseases, spinal and general nursing care in ward, HDU and PICU areas within various central London hospital trusts. With a continual interest in education, Liz has been involved with nurse mentorship, preceptorship, clinical education, research and lecturing. Now in her tenth year as a nurse academic, Liz has developed skills of promoting evidence based nursing practice, curriculum development, quality assurance and programme leadership. Liz's current research interest, through her EdD studies, looks at supporting student nurses who require reasonable adjustments for clinical placement. This includes the publication of papers and podcasts with globally unique content. Liz's research experience has grown to include the role of peer reviewer for academic nursing journals, as an Associate Editor for the Journal of Child Health Care and

consultancy for health related research projects.

### **Learning Outcomes**

1. To promote the use of reasonable adjustments for student nurses in clinical placement.
2. To promote the existence of an associated Community of Practice who support facilitation of reasonable adjustments for student nurses in clinical placement.
3. To highlight the issue of a lack of evidence base and national guidance available for facilitating reasonable adjustments for student nurses in clinical placement.

### **Recommended Reading**

1. King, L. (2018). 'Link lecturers' views on supporting student nurses who have a learning difficulty in clinical placement'. *British Journal of Nursing*. 27 (8), pp.141-145.
2. King, L. (2019). 'Exploring student nurses' and their link lecturers' experiences of reasonable adjustments in clinical placement'. *British Journal of Nursing*, 28 (17), pp.1130-1134.
3. King, L., and Baker, R. (2021). *Nursing Standard podcasts: Support for students with a disability or impairment*. [Podcast]. 3 Feb. Available at: <https://rcni.com/nursing-standard/newsroom/podcast/nursing-standard-podcast-support-students-a-disability-or-impairment-171411>