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# RCN Education Forum National Conference & Exhibition 2024

Future Insights: Enabling professional practice in health and social care nursing education

**Tuesday 23 - Wednesday 24 April 2024**

York Racecourse, Knavesmire Road, York, YO23 1EX



## Conference abstracts

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# Keynote speakers

## Keynote address 1: The value of the educated nurse

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Tuesday, 23<sup>rd</sup> April – 09:20

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*Professor Nicola Ranger, Chief Nurse, Royal College of Nursing)*

Nicola Ranger, RN, is the Chief Nurse at the Royal College of Nursing in the UK. She was previously Chief Nurse and Executive Director of Midwifery at King's College Hospital NHS Foundation Trust in London. Before that, she held Chief Nurse posts at both Brighton and Sussex University Hospitals NHS Trust and Frimley Health NHS Foundation Trust.

Professor Ranger has also held several senior nursing roles at University College London Hospitals NHS Foundation Trust and Surrey and Sussex Healthcare NHS Trust. Earlier in her career, she led the Intensive Care Unit at America's George Washington University Hospital in Washington and did cardiothoracic ICU nursing at Mount Sinai Medical Centre in New York.

## **Keynote address 2: Sustaining and evolving the nursing workforce to meet our population needs (virtual presentation)**

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Tuesday, 23<sup>rd</sup> April – 13:30

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*Sue Tranka, Chief Nursing Officer and Nurse Director, NHS Wales*

Sue Tranka was appointed as the Chief Nursing Officer for Wales and Nurse Director of NHS Wales in the summer of 2021. She was formerly the Deputy Chief Nursing Officer for Patient Safety and Innovation at NHS England and Improvement and held the role of Director of Infection prevention and control leading the national team in its response to supporting guidance development, implementation and remobilisation of NHS services. Protecting staff and patients from nosocomial transmission of Covid has been a key focus of her work since the start of the pandemic.

Sue has 31 years of varied experience in nursing and has spent the last 24 years working in the National Health Service. Sue trained as a midwife, registered general nurse, mental health nurse and community nurse. Sue has a strong interest in quality improvement, human factors and safety systems.

As of April 2022, Sue holds the title of Honorary Visiting Professor at Cardiff University.

In October 2020, Sue was listed among the Health Service Journal's 50 most influential people in health from a black, Asian and minority ethnic background, and in December 2021 was awarded a fellowship of the Queen's Nursing Institute. Sue is a Trustee for the Florence Nightingale Foundation and is an FNF alumna leadership scholar.

## Keynote address 3: 'Ambassador for cultural change: Empowering speaking up & challenging the status quo

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Wednesday, 24<sup>th</sup> April – 09:20

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*Helené Donnelly OBE, Head of Safety Culture, Nuffield Health*

Helené was appointed in 2013 to act as NHS Ambassador for Culture Change and pioneered the Freedom to Speak Up Guardian role to support staff to raise concerns, ensuring the voice of the frontline is heard clearly at a senior level within organisations.

Helené previously worked in the A&E department at Stafford Hospital and following her experience and difficulties in trying to raise concerns there, she was a key witness at the Public Inquiry held by Robert Francis QC into the Mid Staffordshire NHS Foundation Trust.

Helené is a registered Nurse Practitioner, with over twenty years of experience working in the NHS and Social Care, primarily in emergency care. As Ambassador for Cultural Change, Helené had clear remit from NHS Trust Boards to act freely and with complete autonomy from the management team as another route for issues of concern to be raised at the highest level. Proactively gathering feedback about staff wellbeing, cultures and what barriers might prevent staff from raising concerns and delivering quality services.

Helené acted as an advisor in Sir Robert Francis' Freedom to Speak up Review (2015). She has advised the DHSC, NHS England, NHSI, CQC, RCN, and the NHS Confederation. She has worked with the NMC to develop improvements in raising concerns/duty of candour and witness liaison and is a member of the NMC Professional Strategic Advisory Group. She has also worked with Protect and Health Education England (HEE) to develop national raising concerns training, subsequently implemented by the National FTSU Guardians Office (NGO).

She advised the CQC on the implementation and development of the National Independent Freedom to Speak Up Guardian Office established in 2016, and local Guardian roles across the NHS as recommended by Sir Robert Francis. She continues to support the NGO and national FTSU training to Guardians and Champions.

In addition, Helené has worked with the NHS National Institute for Health Research as an advisor to the University of Birmingham, Cardiff University, University of Surrey and King's College London on the FTSU Guardian national research project. Helené has held Honorary and Visiting lecturer roles to the Universities of Manchester, Salford and the MOD respectively. In 2020/21 she was asked to act as an expert adviser to the Corruption Economic Crime Branch of the United Nations Office of Drugs and Crime (UNODC) regarding whistleblower protection in the health sector. In 2021 she appeared at the Health & Social Care Select Committee advising on Workforce burn out and bullying. She worked with Protect to produce a national guide for employers on responding to victimisation, alongside Sky, NHS Digital, Wellcome Trust, Natwest Banking Group, Oxfam et al. Helené is a member of the advisory board for Patient Safety Watch and in 2022 she advised the Ockenden independent maternity review. In 2022 Helené also commenced a FTSU research project with Staffordshire University.

In 2022 Helené was appointed National Head of Safety Culture for Nuffield Health the UK's largest healthcare charity. Additionally, she continues to advise and support the NHS, the government and relevant stakeholders on the importance of embedding and sustaining positive cultures, where staff are genuinely encouraged and enabled to speak up and voice concerns to protect staff, patients and the public.

## **Keynote address 4: “Keeping the line of sight – addressing key challenges for nurse education and its educators, a call for a new paradigm.”**

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Wednesday, 24<sup>th</sup> April – 13:30

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*Professor Brian Webster-Henderson, Deputy Vice Chancellor, University of Cumbria*

Professor Brian Webster-Henderson is the Deputy Vice Chancellor at the University of Cumbria where he holds a strategic portfolio that covers health, science, education, arts, wellbeing, equality, diversity and inclusivity as well as research and knowledge exchange. Prior to joining the University of Cumbria in 2018, Brian held a number of senior academic leadership positions in the UK including Edinburgh Napier University, Robert Gordon University Aberdeen and University of Southampton and has been a Professor since 2009.

Brian is both a mental health nurse and an adult nurse and has been a registered nurse for 39 years. He has worked in substance misuses community services as well as inpatient care, specialising in supporting those with alcohol dependency, as well as leading services in gastroenterology, hepatology and emergency medicine.

Brian has been leading on the creation of the Pears Cumbria School of Medicine, a partnership with Imperial College London, which will open in 2025 as a joint venture, providing a graduate entry medicine programme with a focus on public and community health as well as rural health based in Carlisle, Cumbria.

Brian has an extensive national and international profile and previously held the post of Chair of the Council of Deans of Health UK ([www.councilofdeans.org.uk](http://www.councilofdeans.org.uk)) for 6 years. He has provided evidence to the Health Select Committee and a number of other national and strategic organisations in relation to workforce issues, education and innovative solutions to education, training and skills.

Brian was recognised as a Fellow of the Queens Nursing Institute in 2022 and is a Governor at University Hospitals of Morecambe Bay NHS Foundation Trust and a Trustee of the Fells Education Trust in Cumbria. He was also an adjunct Professor at John Hopkins University from 2016 – 2022.

# **Sponsored Sessions**



# The NMC Review of Practice Learning: stakeholder engagement and sharing best practice

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Session 3.1: Tuesday, 23<sup>rd</sup> April – 15:55

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*Julie Bliss, Nursing and Midwifery Council*

## Session aim

This presentation aims to set out the scope and stakeholder engagement for the Nursing and Midwifery Council Review of Practice Learning. The overall aim is to engage and invite students, registrants and practice providers as well as universities to inform the review. There will be an opportunity to share the innovative ways in which they are supporting practice learning currently along with the enablers and disablers to a positive learning experience for pre-registration students.

## Abstract

Practice learning is core to programmes leading to a NMC award. Partnership working between approved education institutions and practice learning partners, as well as people who use services and students ensures that pre-registration students experience a range of practice learning opportunities which enable them to achieve their proficiencies, gain the knowledge, skills and attributes of a safe and effective practitioner (NMC 2023). The 'Waste not Want not' Report (Nuffield Trust 2023) found that 42% of nursing students had considered leaving their programme of study. The main reasons given for this included placement experience, stress and lack of support. In parallel The Council of Deans for Health (2023) highlight the importance of expanding and diversifying practice learning opportunities to support a growth in healthcare students.

Internationally there is a significant difference in the number of practice learning hours that pre-registration student nurses are required to undertake as part of their education (Harlow Consulting 2021, NMC 2022). Further exploration of the differences in practice learning in international programmes leading to registration as a nurse identified several contextual factors, including variation in the personnel supporting student practice learning, nursing education programmes that lead to qualification as a generalist nurse rather than in specific fields of practice, a final, national licensing assessment following graduation as an additional assurance of competence and the provision of post-registration programmes for newly qualified nurses.

The NMC Review of Practice Learning has commissioned independent research to critically examine practice learning in the UK and internationally. This seminar focuses on discussion with students, practice learning partners and approved education institutions to begin sharing best practice to provide an inclusive working and practice learning environment.

## Learning outcomes

- To update the audience on the NMC review of practice learning.
- To provide an opportunity for participants to discuss the things which they identify as influencing practice learning.
- To sign post participants to ongoing opportunities to be involved in the NMC review of practice learning.

## References

- Harlow Consulting (2021) Review of minimum education and training standards in nursing and midwifery: Benchmarking report. accessed 18 March 2024
- Nursing and Midwifery Council (2023) Standards for Student Supervision and Assessment Standards for student supervision and assessment (nmc.org.uk) accessed 18 March 2024
- NMC (2022) Understanding practice learning hours in pre-registration nursing programmes outside of the EU accessed 18 March 2024

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# ‘Leadership Learning Landscapes: social learning in communities of practice’

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Session 4.3: Wednesday, 24<sup>th</sup> April – 11:50

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*Dr Cate Wood, Queens Nursing Institute*

## **Session aim**

The aim of this workshop is to provide an introduction to and showcase the use of social learning theory in nurse education.

## **Abstract**

This guided workshop will explore the use of 'social learning theory' (well recognised theory in educational pedagogical circles) in a nurse education context - such as in undergraduate or postgraduate academic or clinical contexts (or breaking down barriers between the two), and for continual professional development. The workshop will showcase theory and practical examples whilst allowing the participants to take part in their own social learning on the day as a community of practice.

The presenter of this session is an expert in the field of leadership education with academic, clinical and strategic experience and she writes extensively. She currently utilises 'social learning theory' in the education of Aspiring and Executive Community Nurse Leaders.

## **Learning outcomes**

By the end of this workshop the participants will be able to:

1. Understand what social learning theory is and how it may be applied in nurse education contexts.
2. Have the skills to apply this theory in their own educational practice (clinical or academic).
3. Experience being part of a social learning group.
4. Undertake their own reflection of the learning in this session by using a recognised model of reflection.

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# Table of Contents

## 1.1 Competence

<b>RCN Education Conference I Building Confidence and Competence: Evaluation of A Nurse Educator Internship Program I Paper 1</b>	<b>2</b>
<i>Dr. Lorraine Thompson (Sunshine Coast Hospital and Health Service), Ms. Judith Gonzalez (Sunshine Coast Hospital and Health Service), Ms. Annette Faithfull-Byrne (Sunshine Coast Hospital and Health Service), Dr. Colleen Johnston-Devin (Central Queensland University), Dr. Leanne Jack (Central Queensland University)</i>	
<b>Creation of Acute Oncology Standardised Competence Assessment Documents and their Evaluation (CASCADE): Phase 2</b>	<b>4</b>
<i>Ms. Gina Madera (Greater Manchester Cancer Alliance), Dr. Verna Lavender (Guy's and St Thomas' NHS Foundation Trust)</i>	
<b>ViPER - The Competencies Framework PROgram for Alcohol Care Teams (PROACT)</b>	<b>6</b>
<i>Ms. Mandy Smith (Liverpool University Hospital Foundation trust), Mr. David Byrne (Liverpool University Hospital Foundation Trust), Ms. Hannah Sharp (Cheshire &amp; Merseyside Public Health Collaborative), Dr. Lynn Owens (University of Liverpool), Mr. Ravi Menghani (Cheshire &amp; Merseyside Public Health Collaborative)</i>	

## 1.2 Community care education

<b>Representing Community Nursing in pre-registration simulation teaching: A collaborative approach between Practice &amp; the Education Provider.</b>	<b>9</b>
<i>Ms. Karen Deane (Mersey Care NHS Foundation Trust), Mrs. Jacqueline Yip (University of Liverpool)</i>	
<b>Raising the profile of community and older person nursing on the pre-registration nursing programme at Oxford Brookes University (OBU)</b>	<b>11</b>
<i>Ms. Susan Chilton (Oxford Brookes University)</i>	
<b>An Online Collaborative Primary Care Preceptorship Programme: an innovative approach</b>	<b>13</b>
<i>Mrs. Tina Fear (Training Hub), Mrs. Mashel Banks (Gloucestershire Training Hub), Ms. Catherine Blodwell (Preceptee; General practice nurse)</i>	

## 1.3 Innovations in nursing education programmes

<b>Experts by Experience as Partners in Pre-registration Nursing Students Education: A Co-production delivery model</b>	<b>16</b>
<i>Mr. Ronnie Meechan (Birmingham Newman University), Ms. Alexis Warrilow (Birmingham Newman University), Mr. Kevin Crimmons (Birmingham Newman University)</i>	
<b>A mixed methods study to explore the 'Actions, Intentions and Beliefs' of a nursing faculty using the 'Teaching Perspectives Inventory' (TPI) and their relationships with curriculum development.</b>	<b>18</b>
<i>Ms. Jessica Powell (University of York)</i>	

<b>Nursing students experiences of caring for children and young people during end of life care: A qualitative study</b>	<b>20</b>
<i>Mrs. Leah Rosengarten (Northumbria University), Ms. Claire Camara (Northumbria University), Mrs. Jane Callum (Northumbria University)</i>	

## 1.4 Quality improvement and innovation

<b>Impact of NMC Future Nurse standards on Pre-registration Children’s nursing programmes</b>	<b>23</b>
<i>Mrs. Rebecca Reynolds (University of Plymouth), Mrs. Danielle Edge (University of Plymouth), Prof. Sarah Neill (University of Plymouth), Mrs. Melanie Hayward (Buckinghamshire New University), Dr. Marianthi Alexandropoulou (Buckinghamshire New University), Dr. Matt Carey (University of Plymouth)</i>	

<b>A four-field evaluation of students’ final placement experiences and their preparation to transition from student to newly qualified nurse: a mixed methods evaluative research study.</b>	<b>25</b>
<i>Mrs. Elizabeth Crighton (Kingston University), Prof. Ann Ooms (Kingston University), Ms. Maria Milner (Kingston University), Dr. Celayne Heaton-Shrestha (Kingston University)</i>	

<b>How do student and early career learning disability nurses develop their sense of professional identity and belonging within practice environments, and how can this influence post-registration employment.</b>	<b>27</b>
<i>Mr. Sam Abdulla (Edinburgh Napier University), Prof. Alison Machin (Edinburgh Napier University), Dr. Connie McLuckie (Edinburgh Napier University)</i>	

## 1.5 Evolving & innovative model of workforce training & education

<b>Increasing the responsiveness of education in the emergency department</b>	<b>30</b>
<i>Mrs. Sally Miller (Bristol Royal Infirmary, UHBW)</i>	

<b>What is proficiency in emergency nurse practitioners: A phenomenological study?</b>	<b>32</b>
<i>Dr. Daniel Monk (Northumbria University)</i>	

<b>A fresh skillset and continuous professional development structure for Nurses working in challenging and crisis situations; the Health Action Training Approach.</b>	<b>34</b>
<i>Mr. Patrick Deeny (Health Action Training Ltd), Dr. Karl Tizzard-Kleister (Health Action Training Ltd)</i>	

## 1.6 Symposium: Innovations in nursing education programmes

<b>From Insight to Innovation - Nurturing Student Growth Symposium: Placement Capacity in Dorset (1)</b>	<b>37</b>
<i>Mrs. Alice Girling (University Hospitals Dorset NHS Foundation Trust), Mrs. Hannah Street (University Hospitals Dorset NHS Foundation Trust), Ms. Lucy Compiani (NHS Dorset), Ms. Charlotte Blowers (Dorset County Hospital NHS Foundation Trust), Mrs. Sarah Tilbury (NHS Dorset)</i>	

<b>From Insight to Innovation - Nurturing Student Growth Symposium: Unveiling Experiences through Visual Storytelling (2)</b>	<b>39</b>
<i>Mrs. Alice Girling (University Hospitals Dorset NHS Foundation Trust), Mrs. Hannah Street (University Hospitals Dorset NHS Foundation Trust)</i>	

<b>From Insight to Innovation - Nurturing Student Growth Symposium: Raising the Purple Flag (3)</b>	<b>41</b>
<i>Mrs. Hannah Street (University Hospitals Dorset NHS Foundation Trust), Mrs. Alice Girling (University Hospitals Dorset NHS Foundation Trust)</i>	

---

## Poster Tour A | Nursing Workforce

- Poster 1 | Developing a clinically competent undergraduate nursing workforce in nutritional education** 44  
*Mrs. Mandy Allen (University of Glasgow), Mrs. Libby Paterson (University of Glasgow), Ms. Elizabeth Whitehouse (Greater Glasgow and Clyde), Ms. Michelle Gray (Greater Glasgow and Clyde), Ms. Susan Dunn (Greater Glasgow and Clyde), Ms. Rebecca Turner (Greater Glasgow and Clyde), Ms. Jennifer Bowers (Greater Glasgow and Clyde)*
- Poster 2 | The HCA Taster Day: A Novel Approach to Improving Recruitment and Retention of Healthcare Support Workers.** 46  
*Ms. Laura Appleton (Nottingham University Hospitals NHS Trust)*
- Poster 3 | Changing the culture of low-mid fidelity simulation scepticism within a post-graduate children and young people's nursing workforce** 48  
*Ms. Jessica Purcell (University College London Hospital)*
- Poster 4 | Nursing Associates in Higher Education** 50  
*Mrs. Aleeza Khan (University of Bolton), Prof. Russell Gurbutt (University of Bolton)*
- Poster 5 | The Emergence of the Peripatetic Educator in Primary Care** 51  
*Mrs. Gemma Hodge (Coventry University Scarborough), Dr. Debbie Cross (Coventry University Scarborough)*
- Poster 6 | How to achieve staff competence and confidence when caring for invasively ventilated children and young people in the hospice setting** 53  
*Ms. Hannah Lines (Chestnut Tree House Children's Hospice)*
- Poster 7 | Revitalising Preceptorship; a road map to success with strategic approaches for excellence** 55  
*Mrs. Mehar Shiju (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital), Ms. Manju Varghese Virippil (James Paget University Hospital)*
- Poster 8 | Navigating the newly qualified nurse's critical care transition; a systematic qualitative synthesis** 57  
*Ms. Manju Varghese Virippil (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital), Mrs. Mehar Shiju (James Paget University Hospital)*

## Poster Tour B | Quality improvement and innovation

- Poster 9 | Development of a Regional Education Strategy to Support the Development of the Critical Care Nursing Workforce** 60  
*Ms. Rebecca Sumnall (East Midlands Critical Care Network)*
- Poster 10 | Quality Improvement and its application to current practice from the perspective of Year 3 nursing students** 62  
*Ms. Marion Hinds (Middlesex University London), Ms. Tina Moore (Middlesex University London)*
- Poster 11 | Quality Monitoring Survey for Apprenticeship and Pre-Registration educational provision.** 64  
*Mr. Daniel Harris (Cambridge University Hospitals)*
- Poster 12 | Enhancing Education Engagement Among Critical Care Nursing Staff through Social Media: An Innovative Initiative.** 66  
*Ms. Sally Fairbrass (Nottingham University Hospitals NHS Trust), Ms. Kimberley Gill (Nottingham University Hospitals NHS Trust)*
-

**Poster 13 | Empowering Children’s Student Nurses through a Shared Decision Making Council** 68  
*Mrs. Megan Bartlett (University Hospitals of Leicester), Ms. Dominique Shearer (University Hospitals of Leicester)*

**Poster 14 | Educational Quality Monitoring Dashboard** 70  
*Mr. Daniel Harris (Cambridge University Hospitals), Mr. Hugo Pires-Ferreira (Cambridge University Hospitals), Mr. Gary Parlett (Cambridge University Hospitals)*

**Poster 15 | The involvement of Service Users’ feedback in undergraduate interprofessional simulation.** 72  
*Mrs. Bridgette Brogden (Oxford Brookes University), Mrs. Amanda Lee (Oxford Brookes University)*

**Poster 16 | Menopause and mental health: innovations in practice and practice education in mental health nursing** 74  
*Ms. Patricia Berrill (Leeds and York Partnerships Foundation Trust)*

## Poster Tour C | Innovation in nursing education programmes

**Poster 17 | Effectiveness of Simulation-based Learning on Knowledge and Skill Acquisition and Retention among Nursing Students in Riyadh, Saudi Arabia: A Quasi-experimental Study** 77  
*Mr. Ali Alharbi (University of Glasgow)*

**Poster 18 | The use of reading groups to develop critical reading and oracy skills for pre registration nursing students** 79  
*Dr. Andrea Cockett (Kingston University)*

**Poster 19 | The effectiveness of simulation-based learning on nursing students’ knowledge and skills: A systematic review** 81  
*Mr. Ali Alharbi (University of Glasgow)*

**Poster 20 | A collaborative approach to curriculum development for preregistration nursing** 83  
*Mrs. Helen Clarke (University of Derby), Mrs. Louisa Fawcett-Greaves (University of Derby)*

**Poster 21 | Supporting and Educating Staff in Children’s Services Caring for Children and Young with Mental Health Concerns within the Acute Hospital Settings.** 85  
*Mrs. Sadie Sullivan (University Hospitals Sussex), Ms. Emma Hobden (University Hospital Sussex)*

**Poster 22 | Empowering 21st Century Education: Co-creating Learning Resources and Its Impact on Student Success** 87  
*Ms. Ioana Triboi (University of York)*

**Poster 23 | Using computer-based simulation as the launch pad for student led learning.** 89  
*Ms. Jyoti Shrestha (Swansea University), Mrs. Sara Newell (Swansea University)*

**Poster 24 | What are the perceptions of community nursing from undergraduate adult student nurses and did a community focused simulated session affect their views** 91  
*Ms. Helen Marshall (University of Liverpool), Dr. Carolyn Lees (University of Liverpool), Mrs. Jacqueline Yip (University of Liverpool)*

## Poster Tour D | Evolving and innovate modes of workforce training and education

**Poster 25 | Developing the future nursing team within general practice** 94  
*Mrs. Karen Elton (Northumbria University)*

<b>Poster 26   Assessing the Proficiency of Clinical Staff; A Review of Practical and Theoretical Knowledge in Key Nursing Skills</b>	<b>96</b>
<i>Mrs. Amber Moreton (Birmingham Women's &amp; Children's Hospital)</i>	
<b>Poster 27   Building the bridge: The role of clinical education in the support and transition of learners awaiting registration in mental health</b>	<b>98</b>
<i>Mrs. Raksana Begum (Birmingham and Solihull Mental Health Foundation Trust), Mrs. Theiba Khan (Birmingham and Solihull Mental Health Foundation Trust), Mrs. Karen Cross (Birmingham and Solihull Mental Health Foundation Trust)</i>	
<b>Poster 28   A novel approach of integrating clinical and research student placements</b>	<b>100</b>
<i>Mrs. Mehar Shiju (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital), Mrs. Claire Lee (James Paget University Hospital)</i>	
<b>Poster 29   Nurse Cadet Apprenticeship: a clinically based introduction to healthcare for 16–18-year-olds.</b>	<b>102</b>
<i>Mrs. Claire Becker (Author), Mrs. Sandra Williamson (Author)</i>	
<b>Poster 30   AI Powered eLearning research project</b>	<b>104</b>
<i>Mr. Timothy Johnson (NHS Scotland Academy), Mr. Ben Harvey (NHS Scotland Academy)</i>	
<b>Poster 31   Monitor, Contribute &amp; Inform (MCI) - A Nursing Associate Process</b>	<b>106</b>
<i>Ms. Lyeanda Berry (University of York), Mrs. Emily Singleton (University of York)</i>	
<b>Poster 32   First Steps Towards a Culturally Humble Workforce: A collaborative approach to supporting cultural humility in the Health and Social Care Workforce in Scotland through the development of a digital educational resource development.</b>	<b>108</b>
<i>Ms. Susan Archibald (NHS Scotland Academy), Dr. Lynn Welsh (NHS Scotland Academy), Dr. Deborah McCraw (NHS Scotland Academy), Ms. Katy Hetherington (NHS Education for Scotland), Dr. Clair Graham (NHS Scotland Academy), Ms. Priscilla Marongwe (NHS Education for Scotland), Mr. Ben Harvey (NHS Scotland Academy), Mr. Timothy Johnson (NHS Scotland Academy), Ms. Megan Fennell (NHS Education for Scotland)</i>	
<b>Poster Tour E   Innovation in nursing education programmes</b>	
<b>Poster 33   Could a person centred approach help transform New Graduate Nurse transition?</b>	<b>111</b>
<i>Mrs. Josie Ireland (NHS Grampian), Ms. Julia Lussier (NHS Grampian)</i>	
<b>Poster 34   Reaching out: creating a 'podcast' for Prospective Healthcare Support Workers.</b>	<b>113</b>
<i>Ms. Laura Appleton (Nottingham University Hospitals NHS Trust), Mrs. Jennifer Pooley (Nottingham University Hospitals NHS Trust)</i>	
<b>Poster 35   Coproducing a Focused IEN Induction Programme</b>	<b>115</b>
<i>Mrs. Sarah Hyde (University Hospitals Bristol and Weston), Mrs. Sian Howard (University Hospitals Bristol and Weston)</i>	
<b>Poster 36   Filling the gap: creation of a rare disease specific training programme for nurses</b>	<b>117</b>
<i>Mrs. Elizabeth Morris (Cambridge University Hospitals), Mrs. Niamh Finnegan (Royal Free Hospital, London), Mrs. Catherine Stewart (University Hospital Birmingham), Mr. Stuart Forshaw-Hulme (St Marys Hospital, Manchester University NHSFT), Dr. Louise Jopling (Health Innovation East)</i>	

**Poster 37 | Hearing the deaf student** 119  
*Mr. Christopher Seymour (Manchester Metropolitan University), Ms. Rachel Birch (Manchester Metropolitan University), Mr. Sam Beckett (Manchester Metropolitan University), Mrs. Gayatri Nambiar-Greenwood (Manchester Metropolitan University)*

**Poster 38 | Acceptance and feasibility of delivering an evidence-based digital intervention for palliative care education** 121  
*Mrs. Areej Alosimi (University of Nottingham), Prof. Heather Wharrad (University of Nottingham), Dr. Katharine Whittingham (University of Nottingham)*

## 2.1 Clinical learning environments

**The impact of clinical context on the practice assessor's perception of the student nurse's performance in placement: an exploratory narrative inquiry.** 124  
*Ms. Charlotte Maddison (Oxford Brookes University)*

**Clinical Learning Experiences of healthcare professional students in a Student-Led Clinical Learning Environment (SLCLE) – A Mixed-Methods Evaluation** 126  
*Mrs. Sunita Channa (University Hospital Birmingham), Dr. Ruth Pearce (University Hospital Birmingham), Prof. Annie Topping (University Hospital Birmingham)*

## 2.2 Simulation based learning

**Delivering 600 hours of simulation in pre-registration nursing programmes: Benefits, Barriers and Lessons Learned.** 129  
*Mr. Ronnie Meechan (Birmingham Newman University), Mr. Matthew Aldridge (Birmingham Newman University)*

**Implementing a simulated practice placement experience: are we doing it right?** 131  
*Mrs. Barbara Davies (Northumbria University), Dr. Claire Ford (Northumbria University), Dr. Laura Park (Northumbria University), Mr. James Wade (Northumbria University), Mrs. Nicola Aldridge (Northumbria University)*

## 2.3 Workforce retention

**Implementing ACCEND within Greater Manchester - supporting development and retention of our future cancer workforce** 134  
*Mrs. Claire Clarkson (Greater Manchester Cancer Alliance), Mrs. Clare Greenbaum (Greater Manchester Cancer Alliance), Mrs. Rebecca Costello (Greater Manchester Cancer Alliance)*

**A Time, A Place and A Face. An approach to placement allocation to enhance retention of pre-registration adult-field student nurses** 136  
*Dr. Rebekah Hill (University of East Anglia)*

## 2.4 Innovations in nursing education programmes

**Registered Nurses' perceptions of Nursing Associates Professional Identity** 139  
*Mrs. Aleeza Khan (University of Bolton), Prof. Russell Gurbutt (University of Bolton)*



<b>Bridges and barriers; What factors affect Students completing the Self-directed Element of an Advanced Clinical Skills course?</b>	<b>140</b>
<i>Mr. Neil Harrison (Northumbria Healthcare NHS Foundation Trust), Mrs. Amy Stein (Northumbria Healthcare NHS Foundation Trust), Dr. Jenny Yeo (Northumbria Healthcare NHS Foundation Trust)</i>	

## 2.5 Health Care Support Workers

<b>Recruiting and delivering our own in-house apprenticeships for Healthcare Assistants</b>	<b>143</b>
<i>Mrs. Maggie Maxfield (Royal Free London NHS Foundation Trust)</i>	

## 2.6 Genomics

<b>Establishing the core principles of genomics education for the pre-registration Nursing curriculum</b>	<b>146</b>
<i>Dr. Lorraine Robinson (King's College London), Dr. Ehsan Khan (King's College London), Dr. Rebecca Elliott (King's College London), Ms. Heidi Brandon (St George's University Hospitals NHS Foundation Trust / South East Genomic Medicine Service Alliance and Genomic Laboratory Hub), Ms. Corinne Trim (North Thames Genomic Medicine Service), Mr. Dominic Studart (South East Genomic Medicine Service Alliance), Dr. Tootie Bueser (Guy's and St Thomas' NHS Foundation Trust), Mr. Ben Murphy (City University London)</i>	

<b>Upskilling the front-line clinical workforce in genomics via an innovative postgraduate course with proven positive impact on learners and service delivery.</b>	<b>148</b>
<i>Prof. Aniko Varadi (University of the West of England), Ms. Catherine Carpenter-Clawson (South West Surgery in Children Operational Delivery Network), Ms. Melanie Watson (National Genomic Education NHS England), Ms. Alison Pope (National Genomics Education NHS England), Ms. Kathleen Lynch (National Genomic Education NHS England), Dr. Tracie Miles (NHS South West GMSA), Ms. Donna Kirwan (NHS England), Ms. Dany Bell (Macmillan Cancer Support), Ms. Maureen Talbot (British Heart Foundation)</i>	

## 3.1 Innovations in nursing education programmes

<b>Sponsor led session from the NMC   The NMC Review of Practice Learning: stakeholder engagement and sharing best practice.</b>	<b>151</b>
<i>Ms. Julie Bliss (Nursing and Midwifery Council)</i>	

<b>A Simulated Placement Learning (SPL) for pre registration nursing students to recognise and respond to deteriorating children and young people.</b>	<b>153</b>
<i>Mrs. Anice Kavathekar (Anglia Ruskin University), Mrs. Laura Adley (Anglia Ruskin University)</i>	

<b>What are the expectations and experiences of Nurses engaging in higher education based continuing professional development (CPD) study?</b>	<b>155</b>
<i>Dr. Daniel Monk (Northumbria University)</i>	

## 3.2 Innovations in nursing education programmes

<b>A comparative study of factors affecting pass rates of level 5 assessments for undergraduate adult nursing students, and the impact of an interactive online study skills package.</b>	<b>158</b>
<i>Dr. Stuart Barker (Northumbria University), Dr. Claire Ford (Northumbria University), Dr. Deborah Flynn (Northumbria University)</i>	

<b>Developing students understanding and experience of clinical research</b>	<b>160</b>
<i>Dr. Helen Jones (Imperial College NHS Foundation Trust)</i>	

<b>Death Café in undergraduate nurse education: what, why and how...</b>	<b>162</b>
<i>Dr. Beth Hardy (University of York)</i>	

### 3.3 Sustaining & developing the educator workforce

<b>Educators' experiences of development schools to promote the facilitation and leadership of person-centredness in healthcare curricula</b>	<b>165</b>
<i>Dr. Deirdre O'Donnell (Ulster University), Dr. Caroline Dickson (Queen Margaret University, Edinburgh)</i>	

<b>Connecting Peers in Learning Disability Nursing (CoPe – LD): The use of peer reflection with undergraduate learning disability student nurses</b>	<b>167</b>
<i>Ms. Teresa Greene (Belfast Health and Social Care Trust), Dr. Lynne Marsh (Queen's University Belfast), Mrs. Helen Gadd (Belfast Health and Social Care Trust), Ms. Kelly Anderson (Belfast Health and Social Care Trust)</i>	

<b>Supporting Transition into Practice Education</b>	<b>169</b>
<i>Mrs. Jansen De Leon (Royal Free London NHS Foundation Trust)</i>	

### 3.4 Evolving & innovative models of workforce training & education

<b>Doing things differently: A new model of accelerated Surgical First Assistant (SFA) training in Scotland.</b>	<b>172</b>
<i>Dr. Lauren-Grace Kirtley (NHS Scotland Academy), Dr. Clair Graham (NHS Scotland Academy), Mr. Darren Middleton (NHS Scotland Academy), Mr. Ben Harvey (NHS Scotland Academy)</i>	

<b>Evolving and innovative models of workforce training and education- Work based learning.</b>	<b>174</b>
<i>Ms. Amanda McNaughton (King's College London), Mr. William Gage (King's College London)</i>	

<b>Developing a Virtual Clinical Placement for Mental Health Learners</b>	<b>176</b>
<i>Mr. Alan Crump (Leeds and York Partnerships Foundation Trust), Mr. Adam Maher (Leeds and York Partnerships Foundation Trust), Ms. Sapphire Ackroyd (Leeds and York Partnerships Foundation Trust)</i>	

### 3.5 E-Learning in nursing education programmes

<b>Hospice E Learning Placement for children's nursing and learning disability nursing students.</b>	<b>179</b>
<i>Dr. Jayne Price (Kingston University), Mrs. Elizabeth Crighton (Kingston University), Dr. Andrea Cockett (Kingston University), Ms. Geraldine Sheedy (Shooting Star Children's Hospices), Mrs. Dawn Baldock (Shooting Star Children's Hospices)</i>	

<b>The implementation of an interactive eLearning resource (The Baines Family Tree) to enhance the application of theory to practice within the undergraduate nursing curriculum.</b>	<b>181</b>
<i>Ms. Kate Phillips (University of Leeds), Mrs. Lisa Forbes-Grant (University of Leeds)</i>	

<b>The use of epads on placement: Experiences of nursing students.</b>	<b>183</b>
<i>Mr. Euthan Newman (Bucks New University), Mrs. Marie Newman (Bucks New University), Mrs. Helen Ayo-Ajayi (Bucks New University)</i>	

### 4.1 Innovations in nursing education programmes (Intervention)

<b>Pregnancy loss education for undergraduate nursing students: Evaluation of a brief intervention</b>	<b>186</b>
<i>Dr. Áine Aventin (Queen's University Belfast), Dr. Martina Galeotti (Queen's University Belfast)</i>	

**The impact of a feedback literacy intervention on the grades of first year undergraduate nursing students** 188  
*Dr. Andrea Cockett (Kingston University)*

**ViPER - How far does a pilot intervention programme accelerate success for those undergraduate learners identified at risk in the Faculty of Health?** 190  
*Dr. Amanda Costello (University of Bolton), Mr. Itodo Adakpa (University of Bolton)*

## 4.2 Neurodiversity

**Understanding the experiences of neurodivergent students: putting research into practice** 193  
*Dr. Rachael Major (The Guernsey Institute University Centre)*

**Co-creating nurturing clinical learning environments with autistic student nurses: A pilot project, University of Salford** 195  
*Mrs. Jo Sullivan (University of Salford), Mrs. Sarah Ratcliffe (University of Salford), Mr. Daniel Morbey (University of Salford), Ms. Grace Simcock (University of Salford)*

**Effects of Neurodivergence on Career Progression of Nurses: implications for education and training** 197  
*Dr. Rachael Major (The Guernsey Institute University Centre)*

## 4.3 Sustaining and developing the educator workforce

**Developing the future workforce: Academic Nurse Educators' Experiences and Perceptions of preparing and supporting student nurses for clinical placements in nursing homes.** 200  
*Ms. Julie Cooke (PhD researcher), Dr. Helen Aveyard (Supervisor), Dr. Kathleen Greenway (Supervisor), Dr. Sue Schutz (Director of Studies)*

**'Growing our own' Educators; opening doors and releasing the hidden potential within our general practice nursing workforce.** 202  
*Mrs. Samantha Minett (Suffolk & North East Essex Primary Care Training Hub), Mrs. Sally Harris (Suffolk & North East Essex Primary Care Training Hub), Mrs. Amanda Bennett (Suffolk & North East Essex Primary Care Training Hub)*

**Sponsor led session from Elsevier: Leadership Learning Landscapes: social learning in communities of practice'** 204  
*Dr. Cate Wood (The Queens Nursing Institute)*

## 4.4 Quality improvement & innovation

**Becoming a nurse, the impact of the enabling and challenging factors of the future nurse curriculum** 206  
*Mrs. Heather Scripps (Birmingham City University)*

**Exploring the integration and impact of nurse and midwifery advocate roles on staff well-being and retention: a cross sectional survey study** 208  
*Dr. Naim Abdulmohdi (Anglia Ruskin University), Mrs. Andrea Tuckwell (Anglia Ruskin University), Dr. Sally Goldspink (Anglia Ruskin University), Dr. Hilary Engward (Anglia Ruskin University)*

**A county wide approach to dementia education** 210  
*Mrs. Katy Mundy (None)*

## 4.5 Evolving and innovative models of workforce training & education

- Developing a suite of academically accredited programmes linked to contemporary clinical practice** 213  
*Mrs. Maggie Maxfield (Royal Free London NHS Foundation Trust), Mr. Paul Marijetic (Royal Free London NHS Foundation Trust Country)*
- ‘I wake up happy to be going in’ – an evaluative, longitudinal study examining experiences of children’s nursing students’ hosted in a single NHS Trust** 215  
*Mrs. Elizabeth Crighton (Kingston University), Dr. Jayne Price (Kingston University), Ms. Grace McCarthy (Chelsea and Westminster NHS Foundation Trust)*
- A new memory aide to remember principles of attachment for effective breastfeeding** 217  
*Dr. Lynette Shotton (Northumbria University), Ms. Cheryl Elliott (Northumbria University), Ms. Roslyn Nunn (NHS North of England), Ms. Kathryn Lane (Harrogate and District NHS Foundation Trust)*

## 4.6 Innovations in nursing education programmes (Practice)

- Grading practice in undergraduate nurse education.** 220  
*Dr. Sarah Annesley (Northumbria University), Prof. Marco Tomietto (Northumbria University), Mr. James Wade (Northumbria University), Mrs. Leah Rosengarten (Northumbria University)*
- Team Based Learning (TBL) in nursing education and its applicability to nursing practice** 222  
*Mrs. Anice Kavathekar (Anglia Ruskin University)*
- The role of the practice educator in supporting the registered nurse degree apprentice** 224  
*Mrs. Paula Shepherd (Bournemouth University)*

## Poster Tour A | Quality improvement and innovation

- Poster 1 | Rising to the challenge** 227  
*Mrs. Lisa Dare (Herefordshire and Worcestershire Health and Care Trust), Mrs. Sophie Ballard (Herefordshire and Worcestershire Health and Care Trust)*
- Poster 2 | Exploring neonatal nurses’ and parents’ understanding of communication and early interaction with preterm infants: the need for tailored education** 229  
*Dr. Lisa Whiting (University of Hertfordshire), Dr. Julia Petty (University of Hertfordshire), Prof. Celia Harding (City University London)*
- Poster 3 | Universal Design For Learning: A Journey, Not a Destination** 231  
*Dr. Louise Daly (School Of Nursing and Midwifery, Trinity College Dublin)*
- Poster 4 | Review and Reform of the Nuffield Health Preceptorship Programme** 233  
*Ms. Rachel Eastwood (Nuffield Health)*
- Poster 5 | Transfer to Nursing: Transition project from Registered Nursing Associate to Registered Nurse** 235  
*Mrs. Jenny Doak (Leeds Beckett University), Mrs. Zoe Lambert (Leeds Beckett University)*
- Poster 6 | Expanding community placements for Pre-registration Nursing, Occupational Therapy & Physio Students within Nursing Home Settings** 237  
*Mrs. Lynn Quinlivan (University of Hertfordshire)*

---

## Poster Tour B | Innovation in nursing education programmes

**Poster 7 | Retention - Ambition for curriculum change? Exploring the lived experience of mature, female students on a Bachelor of Nursing (Adult) programme: An Interpretative Phenomenological Analysis study.** 240

*Dr. Owena Simpson (Royal College of Nursing)*

**Poster 8 | Comparison of first-year nursing students' GAD-7 scores – a pilot study focusing on Generation Z** 242

*Dr. Deborah Flynn (Northumbria University), Dr. Stuart Barker (Northumbria University)*

**Poster 9 | Nursing Associate Apprentices Non-Supernumerary Work-based Learning. The Story So Far – A Review of the Literature** 244

*Mrs. Ruth Smith (University of Northampton)*

**Poster 10 | A mixed method study exploring the impact of ALERT on Second Year Nursing Students.** 246

*Mrs. Anita Combes (University of Surrey), Mrs. Kathy Poole (University of Surrey), Dr. Wendy Grosvenor (University of Surrey)*

**Poster 11 | The impact of the COVID pandemic on nursing students' perceptions of their preparedness for becoming registered nurses: Three personal accounts** 248

*Dr. Carolyn Lees (University of Liverpool), Ms. Helen Marshall (University of Liverpool), Mr. John Paul Cleary (University of Liverpool), Ms. Claire Walker (University of Liverpool)*

**Poster 12 | Interprofessional Education and the Baby Friendly Initiative: Working Together to Empower Students, Families and Health Professionals** 250

*Mrs. Rebecca Hudson-Tandy (University of York), Mrs. Alison Smalley (University of York)*

## Poster Tour C | Innovation in nursing education programmes

**Poster 13 | How should futility concepts be used in decisions in attempting DNACPR in palliative care** 253

*Mrs. Claire Elizabeth Price (Swansea University)*

**Poster 14 | Targeted Practice Education Programme - Expanding practice education opportunities for learners along the breadth of the Cancer pathway and supporting implementation of the ACCEND framework.** 255

*Mrs. Claire Clarkson (Greater Manchester Cancer Alliance), Mrs. Clare Greenbaum (Greater Manchester Cancer Alliance), Mrs. Rebecca Costello (Greater Manchester Cancer Alliance)*

**Poster 15 | Fearless Learning: Broadening our Learning Options to Meet Our Future Practice** 257

*Mrs. Heather Hanna (Imperial College, London), Dr. Deena-Shefali Patel (Imperial College, London)*

**Poster 16 | Development of "The Ward" board game to practice and consolidate teaching around bed management and infection control in undergraduate nursing students** 259

*Ms. Paula Garcia Merelas (Middlesex University London), Ms. Verona Hall (Middlesex University London)*

**Poster 17 | Supporting Infants, Children, Young People & Families with Effective Transitions across Services.** 261

*Mrs. Doris Corkin (Queen's University Belfast), Dr. Claire Kerr (Queen's University Belfast)*

**Poster 18 | The introduction of a new Critical Care specific Band 3 Healthcare Support Worker Education Programme** 263

*Ms. Celeste Formenton (Cambridge University Hospitals)*

**Poster 19 | Developing an innovative training programme for Registered Nurses (RNs) to verify expected adult death – Registered Nurse verification of expected adult death (RNVoEAD)** 265  
*Ms. Paula Garcia Merelas (Middlesex University London), Mrs. Fiona Suthers (Middlesex University London), Mrs. Carmel Fitzsimons (Middlesex University London), Mrs. Louise Keane (North Central London Training Hubs)*

## Poster Tour D | Evolving and innovative models of workforce training and education

**Poster 20 | Community Nursing Induction Programmes and Development Files** 268  
*Mrs. Emma Foreman (Northumbria Healthcare NHS Foundation Trust), Mrs. Clare Raffel (Northumbria Healthcare NHS Foundation Trust)*

**Poster 21 | Greater Manchester Cancer Academy: transforming the cancer education landscape** 270  
*Ms. Molly Pipping (Greater Manchester Cancer Alliance)*

**Poster 22 | Developing sustainable and expert in house post registration accredited education within a tertiary UK NHS foundation Trust** 272  
*Mrs. Fiona Creed (Oxford University Hospitals NHS Foundation Trust), Mrs. Tracey Ali (University of Northampton), Mrs. Hayley Harvey (Oxford University Hospitals NHS Foundation Trust)*

**Poster 23 | Utilisation of a Simulated Approach for Aggression, Violence and Harassment.** 274  
*Mrs. Yvette Milnes (Nottingham University Hospitals NHS Trust)*

**Poster 24 | Integrated pre-registration student placements in the Emergency Dept** 276  
*Ms. Rachel Whitmore (East Sussex Hospital NHS Trust)*

**Poster 25 | Health and social care professional's experiences, views and responses of people who use new psychoactive substances in different Mental Health and Addiction Healthcare Services.** 278  
*Dr. David Solomon (University of Bedfordshire)*

**Poster 26 | A project to increase the reciprocal learning opportunities for nursing students and staff in the Private, Independent, and Third Sector Organisations (PITO).** 280  
*Ms. Pam Hodge (Middlesex University), Ms. Maria Luengas (North Central London Training Hubs), Mrs. Louise Keane (North Central London Training Hubs)*

**Poster 27 | Bitesize learning approach in a community hospital setting** 282  
*Mr. Mike Smith (Shropshire Community Health NHS Trust)*

## 5.1 Innovations in nursing education programmes (Workforce Retention)

**Supporting Recruitment and Retention through a Pre-Programme workshop for Trainee Nursing Associates** 285  
*Dr. Rose Webster (Leicester, Leicestershire and Rutland (LLR) School of Nursing Associates Glenfield Hospital LE3 9QP), Ms. Leigh Cowell (Leicester, Leicestershire and Rutland (LLR) School of Nursing Associates Glenfield Hospital LE3 9QP)*

**A Confident and Competent Framework – A new approach to providing education, support, and ultimately improving retention.** 287  
*Mr. Craig Brown (Welsh Ambulance Services NHS Trust)*

<b>ViPER - Introducing a service to deliver restorative supervision for nursing students, to improve retention and the quality of student experiences.</b>	<b>289</b>
<i>Mrs. Lisa Jennison (University of Hull), Mrs. Jayne Walker (University of Hull), Mrs. Nicola Credland (University of Hull), Mrs. Pippa Dixon (University of Hull), Ms. Rosie Dunn (University of Hull)</i>	

## 5.2 Sustaining & developing the educator workforce

<b>Developing education roles in practice - Nottingham Legacy Mentor Programme</b>	<b>292</b>
<i>Dr. Sue Haines (Nottingham University Hospitals NHS Trust), Ms. Rebecca Jones (Nottingham University Hospitals NHS Trust)</i>	
<b>#ImNotJust: Belongingness and authenticity in Health &amp; Care, why we are more than a job title.</b>	<b>294</b>
<i>Mr. Scott Topping (North West Anglia NHS Foundation Trust), Ms. Lauren Woods (North West Anglia NHS Foundation Trust)</i>	
<b>Building a Sustainable Workforce through the Provision of a Quality Supervision Programme</b>	<b>296</b>
<i>Mrs. Marie Therese Massey (South Yorkshire   Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mr. Matthew Cain (South Yorkshire   Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mrs. Sue Cowley (South Yorkshire   Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mrs. Kimberly Palmer (South Yorkshire   Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce)</i>	

## 5.3 Simulation

<b>In-Point assessment. Authentic simulation role play, as a pedagogical approach to assist adult nursing students with clinical practice assessments in Wales</b>	<b>299</b>
<i>Mrs. Suzanne Hughes (Cardiff University), Mrs. Jayne Hancock (Cardiff University), Ms. Sandra Fender (Cardiff University), Mr. Nelson Selvaraj (Cardiff University), Ms. Christine Munro (Cardiff University), Mr. Anthony Pritchard (Cardiff University), Mrs. Karen Pritchard (Cardiff University)</i>	
<b>RCN Education conference. The evaluation of actor-based simulation for student nurses in practical workshops regarding caring for people with cognitive impairment and complex needs</b>	<b>301</b>
<i>Dr. Bernie (Bernadette) Keenan (Birmingham City University), Ms. Tanya O'Meara (Birmingham City University), Ms. Helen Needham (Birmingham City University)</i>	
<b>An education partnership to facilitate human factors training utilising simulation for Band 7 nurses.</b>	<b>303</b>
<i>Mrs. Virginia Beckerman (Swansea University), Mr. Adam Miguel (Swansea University), Ms. Michelle Cole (Hywel Dda University Health Board)</i>	

## 5.4 Mental health and wellbeing

<b>Immersive &amp; Experiential Education Environment to Improve Student Nurse Wellbeing.</b>	<b>306</b>
<i>Mr. Dominic Simpson (University of Northumbria Newcastle.), Dr. Deborah Flynn (Northumbria University)</i>	
<b>Men's Mental Health, lived experience with a hug!</b>	<b>308</b>
<i>Mr. Dean Mcshane (Liverpool John Moore's University), Mr. Conleth Kelly (Liverpool John Moore's University), Mr. Dan Cooper (Liverpool John Moore's University)</i>	

**“Bridging the gap”: Developing Mental Health Nursing students. The journey from theory to practice using a bespoke pre-registration program empowering soon-to-be professionals.** 309

*Mr. Daniel Brown (South West London and St George’s Mental Health Trust), Ms. Clare Bonnett (South West London and St George’s Mental Health Trust), Ms. Hanne Stevnsborg (South West London and St George’s Mental Health Trust), Ms. Ruth Odukale (South West London and St George’s Mental Health Trust)*

## 5.5 Innovations in nursing education programmes (Older People)

**Time for Dementia: an innovation in dementia education** 313

*Ms. Yvonne Feeney (Brighton and Sussex Medical School), Dr. Stephanie Daley (Brighton and Sussex Medical School), Prof. Sube Banerjee (University of Plymouth), Dr. Molly Hebditch (Brighton and Sussex Medical School)*

**Enhancing Care for Older People** 315

*Ms. Elaine Francis (Northumbria Healthcare NHS Foundation Trust), Mrs. Clare Collins (Northumbria Healthcare NHS Foundation Trust)*

**Exploring a blended learning approach for delirium education in first year adult nursing students.** 317

*Dr. Claire Pryor (Northumbria University), Dr. Laura Park (Northumbria University)*

## 5.6 Evolving an innovative models of workforce training & education

**Personal and Professional Development: The Experiences of Band 5 Children’s Nurses Working in the NHS.** 320

*Mrs. Leah Rosengarten (Northumbria University)*

**Dedicated Education Hubs for Year one Students across one Foundation Trust and two Universities** 322

*Mr. Ronnie Meechan (Birmingham Newman University), Ms. Carol Willis (University Hospital Birmingham), Ms. Rhian Stevens (University of Birmingham), Ms. Mary Pocock (University of Birmingham), Mr. Matthew Aldridge (Birmingham Newman University)*

**Cancer Internship Programme** 325

*Mrs. Pauline Sturdy (South Tees Hospitals NHS Foundation Trust), Mrs. Kelly Craggs (South Tyneside and Sunderland NHS Foundation Trust), Mrs. Carolynne Hardy (South Tyneside and Sunderland NHS Foundation Trust)*



# **1.1 Competence**

# RCN Education Conference I Building Confidence and Competence: Evaluation of A Nurse Educator Internship Program I Paper 1

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Tuesday, 23rd April - 10:50: 1.1 Competence - Oral - Abstract ID: 126

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*Dr. Lorraine Thompson (Sunshine Coast Hospital and Health Service), Ms. Judith Gonzalez (Sunshine Coast Hospital and Health Service), Ms. Annette Faithfull-Byrne (Sunshine Coast Hospital and Health Service), Dr. Colleen Johnston-Devin (Central Queensland University), Dr. Leanne Jack (Central Queensland University)*

## **Aim of paper**

The aim of this study was to evaluate a Nurse Educator Internship program

## **Abstract**

This presentation reports on the creation of a Nurse Educator Internship Program in Australia. An innovative strategy to build nurse education capacity was urgently required in response to the future projection of nurse educator workforce shortages in the Hospital and Health Service.

The aim of the program was to build our talent pool and create a succession plan into the nurse educator role. Eleven nurses undertook the year-long internship program which provided targeted education and mentorship for the interns, as they learned the complexities of the nurse educator role.

This was a qualitative descriptive study which aimed to gain insight into the experiences of nurse educator interns. In depth, face to face semi structured interviews were conducted with eleven registered nurses in relation to their experience as a nurse educator intern. Data were analysed using Braun and Clarke's thematic analysis.

Participants reported that the hands-on experience was a valuable aspect of the program, helping them gain a stronger understanding of the complexity and responsibilities of the nurse educator role. Interns developed and implemented lesson plans, educational resources and contributed to the governance systems and processes required for pedagogically effective education. Participants reported growth in their knowledge and skill as educators and expressed an increased confidence in their ability to teach and evaluate learners.

Ninety percent (10/11) of the interns were employed in nurse educator roles following their internship, demonstrating the success of the program. The results from this study suggest that the Nurse Educator Internship Program is a promising approach to succession planning new nurse educators and highlights the importance of providing practical, hands-on implementation experience and mentoring as part of the succession planning process.

## **Learning Outcomes**

By the end of this session the audience will be able to:

1. Examine the issues faced by experienced clinicians as they transition into the nurse educator role.
2. Implement and evaluate the Nurse Educator Internship program into professional practice.
3. Discuss the relevance of this project in the context of replicating it in another facility.

## **Recommended Reading Titles**

Jones, P., & Rivers, R. (2021). Development of a Staff Nurse to Chief Nursing Officer Succession Planning Program. *Nurse Leader*, 19(6), 646–654. <https://doi.org/10.1016/j.mnl.2021.05.002>

Olive, P., Maxton, F., Bell, C. A., Bench, S., Tinkler, L., Jones, S., & Kenkre, J. (2022). Clinical academic research internships: What works for nurses and the wider nursing, midwifery and allied health professional workforce. *Journal of Clinical Nursing (John Wiley & Sons, Inc.)*, 31(3/4), 318–328. <https://doi.org/10.1111/jocn.15611>

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Phillips, T., Evans, J. L., Tooley, S., & Shirey, M. R. (2018). Nurse manager succession planning: A cost-benefit analysis. *Journal of Nursing Management*, 26(2), 238–243. <https://doi.org/10.1111/jonm.12512>

### **Presenter Biographies**

#### **Judith Gonzalez**

BIO Judith Gonzalez

Judith currently works as Nursing Director of Education at the Sunshine Coast Hospital and Health Service, providing education leadership to the Nursing and Midwifery Practice Development Team. Judith has several post graduate qualifications, including a Master of Education, majoring in Leadership and Management. She has participated in research on leadership and has publications relating to coaching clinical nurse leaders.

Judith has many years of experience as a nurse educator and has worked across many settings. She has also coordinated nursing graduate programs and has held the leadership portfolio for Practice Development. In this role she has worked to build leadership capacity, developing and implementing leadership induction, leadership training solutions and succession planning. Her most recent accomplishment has been to develop and implement the Nurse Educator Internship program and participate as a member of the research team.

# Creation of Acute Oncology Standardised Competence Assessment Documents and their Evaluation (CASCADE): Phase 2

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Tuesday, 23rd April - 11:20: 1.1 Competence - Oral - Abstract ID: 282

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*Ms. Gina Madera (Greater Manchester Cancer Alliance), Dr. Verna Lavender (Guy's and St Thomas' NHS Foundation Trust)*

## **Aim of paper**

This paper aims to disseminate research findings for the second phase of the CASCADE project (Creation of Acute Oncology Standardised Competence Assessment Documents and their Evaluation) following a UK-wide pilot and evaluation involving three core workstreams. Concluding in Spring 2024, the results of the mixed methods evaluation will be available for reporting at conference as breaking news, including recommendations for practice and next steps for post-pilot launch of the novel Acute Oncology Competence Assessment Passports across the four nations of the UK.

## **Abstract**

The CASCADE project has been conducted in collaboration with UKONS, UKAOS and Macmillan Cancer Support. The Passports are currently being evaluated as part of a four nations pilot at 27 NHS trusts, 3 universities and in primary care. The team plan to launch the evaluated AO Passports in April/May 2024.

The overarching project aim is to standardise education, training and assessment to improve patient safety. Online acute oncology (AO) education courses existed previously, but standardised national competence assessment did not. Based on the UKONS Acute Oncology Knowledge and Skills Guidance (2018) as a multidisciplinary competence framework, a suite of AO Competence Assessment Passports were developed across four levels of practice.

Phase 1 of the CASCADE project demonstrated a transferrable method for co-designing competence assessment documentation and processes. The suite of nationally-agreed documentation will enable standardisation of acute oncology competence assessment across the UK.

Phase 2: A national pilot and mixed-methods evaluation is being conducted (April 2023–March 2024). Aiming to ensure the workforce has requisite knowledge and skills to improve the outcomes of people with oncological emergencies, the pilot involves three workstreams as part of a robust evaluation:

1. A quality improvement project, using online questionnaires to measure learner's change in perception of confidence in knowledge and skills of managing oncological emergencies and assessor's feedback and recommendations.
2. Review of patient outcomes data across 5 pilot sites, comparing routinely collected pre- and post-pilot data for Metastatic Spinal Cord Compression and Neutropenic Sepsis KPIs.
3. Co-designed stakeholder discussion workshops with key stakeholders from the AO workforce, and PPI representation. Aiming to ensure real-world validity of the project findings from workstreams 1 and 2, discuss and approve revisions to Passport documentation and protocols and discuss policy and education and training recommendations.

Results will be available for reporting at conference in April 2024.

## **Learning Outcomes**

The reader/presentation attendee will learn about:

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- The four levels of competency for acute oncology knowledge and skills and the need for a robust method of assessing competence across professional groups both within specialist oncology settings and the wider NHS workforce; patients experiencing an oncological emergency interact with a wide range of healthcare sectors and individuals- Acute Oncology is everyone's business.
- The co-design, pilot and implementation of standardised acute oncology competence documentation- the Acute Oncology Competence Assessment Passports
- The findings from a mixed methods study evaluating the UK-wide pilot of the Acute Oncology Competence Passports, including recommendations for clinical practice education

### **Recommended Reading Titles**

NHS England Workforce Training and Education Directorate (Formerly Health Education England) ACCEND Steering Group (2023) *Aspirant Cancer Career and Education Development Programme* Available Online: <https://www.hee.nhs.uk/our-work/cancer-diagnostics/aspirant-cancer-career-education-development-programme>

Royal College of Physicians, Association of Cancer Physicians, The Royal College of Radiologists (2020) *Acute oncology: increasing engagement and visibility in acute care settings*. Available online: [rcr.ac.uk](http://rcr.ac.uk)

UK Oncology Nursing Society and Macmillan Cancer Support (2018) *Acute Oncology Knowledge and Skills Guidance*. Version 1. Available Online: [https://www.ukons.org/site/assets/files/1134/ukon1905\\_skills\\_framework\\_-\\_updated\\_changes\\_18\\_07\\_19.pdf](https://www.ukons.org/site/assets/files/1134/ukon1905_skills_framework_-_updated_changes_18_07_19.pdf)

### **Presenter Biographies**

#### **Gina Madera**

Gina qualified as a nurse from the University of Manchester in 2016 following a prior degree in Biomedical Science. She has held a number of roles as an oncology nurse at The Christie Hospital and is currently combining her interests in education and acute oncology in post at the Greater Manchester Cancer Alliance. She holds a dual role at the Alliance as the Clinical Practice Educator for the GM Cancer Academy and as the Acute Oncology Education Project Manager. In her acute oncology role she works with Dr Verna Lavender in collaboration with UKONS and UKAOS on the CASCADE project to develop and evaluate co-produced multidisciplinary acute oncology competence assessment documents (the AO Passports) to standardise nationwide AO education across four levels of practice. As practice educator, she is involved in the implementation of the ACCEND programme within Greater Manchester via the development of disease-site specific variations of the framework.

# ViPER - The Competencies Framework PROgram for Alcohol Care Teams (PROACT)

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Tuesday, 23rd April - 11:50: 1.1 Competence - ViPER - Abstract ID: 160

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*Ms. Mandy Smith (Liverpool University Hospital Foundation trust), Mr. David Byrne (Liverpool University Hospital Foundation Trust), Ms. Hannah Sharp (Cheshire & Merseyside Public Health Collaborative), Dr. Lynn Owens (University of Liverpool), Mr. Ravi Menghani (Cheshire & Merseyside Public Health Collaborative)*

## **Aim of paper**

We set out to design an innovative model of workforce training, education and support: Our PROACT Competency Framework (CF) defines and describes the knowledge and skills nurses and allied health professionals in Alcohol Care Teams (ACTs) and their contemporaneous community care providers (CCP) need to deliver quality services, achieve consistency and prevent variation in the care we provide across Cheshire and Merseyside (C&M). We also designed Quality Standards (QS) to enable individuals and services to demonstrate improvement after implementing the CF

## **Abstract**

### **Methods: What we did**

1. Developed an engaged and proactive patient with lived experience group (ACTIVE)
2. Produced the C&M Alcohol Specialist Nurse Competency Framework
3. Produced the C&M Alcohol Support Worker Competency Framework
4. Alongside and integral to this we developed Quality Standards (QS) that contain associated quality measures. Plan-Do-Study-Act (PDSA) improvement cycle helped us demonstrate where using the CF had resulted in an improvement.
5. Developed an alcohol focused dashboard for C&M.
6. Deliver a programme of supervision, education and skills development
7. Supports an engaged and productive clinical network
8. Produced commissioning guidance

### **The Programme:**

Importantly, we co-designed all our resources with ACTIVE, ACTs, and CCPs. Through the competency framework we designed bespoke programmes of learning for each individual nurse or clinical team. This was achieved by matching learning to domains within the Knowledge and Skills Framework (KSF) and the PROACT competency framework. This approach also supports nurses and their contemporaneous CCPs to work with experts in the field and clinical mentors to ensure a fair and consistent approach to Personal Development Planning and Revalidation.

Importantly, to date there is no standardised approach to skills development within ACTs and we at C&M aim to provide a structure to achieve consistency and prevent variation across our network.

### **Results: What we found**

An online survey of our network members demonstrates some areas of success

“We feel much more supported.....”

“We feel confident to say what we don’t know.....”

“We now know what we need to know!”

**Conclusion:** This approach could be used to support specialist nursing teams approaches to building skills and knowledge within any discipline across the NHS.

It enables nurse-led services to replicate and embed best practice into the hospital treatment delivery system.

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It contributes to the aims of the NHS workforce plan by improving recruitment and retention.

### **Learning Outcomes**

1. To understand the importance of identifying your own skills and knowledge needs within the context of your clinical practice.
2. To feel confident in working with colleagues and supervisors to acknowledge skills and gaps in your own personal education needs.
3. To be able to design your own knowledge and skills programme in accordance with professional development and the revalidation process.

### **Recommended Reading Titles**

Web links:

- Reduction of Harm From Alcohol | Champs Public Health Collaborative
- CHAMPS-ACT-Competency-Framework-Web.pdf (champspublichealth.com)Draft-band-4-ACT-Framework-Doc-v3.pdf (champspublichealth.com)
- Band-4-Community-Providers-V2-Framework-Doc.pdf (champspublichealth.com)Quality-Statements-Framework-Doc-V2.pdf (champspublichealth.com)

### **Presenter Biographies**

#### **Mandy Smith**

Clinical Lead Nurse for Alcohol Care Team

Hepatology Liverpool University Hospitals NHS Foundation Trust

#### **Dr Lynn Owens**

Nurse Consultant - Strategic Lead Alcohol Care Team

Hepatology Liverpool University Hospitals NHS Foundation Trust

Honorary Research Fellow - The University of Liverpool

## **1.2 Community care education**



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# Representing Community Nursing in pre-registration simulation teaching: A collaborative approach between Practice & the Education Provider.

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Tuesday, 23rd April - 10:50: 1.2 Community care education - Oral - Abstract ID: 145

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*Ms. Karen Deane (Mersey Care NHS Foundation Trust), Mrs. Jacqueline Yip (University of Liverpool)*

## Aim of paper

- To promote and embed community nursing knowledge, skills and exposure within pre registration simulated practice and nursing programmes.
- To increase exposure to community nursing care to showcase the career pathways and complexity of care in the community.
- To support recruitment and retention of staff in this setting as part of the wider NHS workforce plan.

## Abstract

Community nursing is poorly represented, with many education providers focusing on the acute clinical settings in the delivery of pre-registration programmes. Clinical community placements are limited, with some education providers offering only one out of hospital placement throughout pre-registration training. The lack of community focused teaching, alongside minimal placement exposure, appears to have an impact on recruitment and retention in this area (Buchan et al 2019). Community care is a key objective of the NHS Long Term Plan but the disconnect between education and practice opportunities has hampered the integration and promotion of career pathways to our future workforce.

In a collaborative enterprise between Mersey Care and the University of Liverpool, we have implemented and facilitated community-based simulation scenarios with 2<sup>nd</sup> year pre-registration students. The university recognised the need to represent community-based healthcare and the benefit of their students gaining simulated experience within this area. Within the HEI investment has been made through the creation of a bespoke community flat, acting to replicate a patient's home. The purpose of this was to give students additional clinical practice and exposure to this setting, which has further been enhanced through partnership with the trust. Evidence highlights that immersive experiences in this environment can help increase knowledge, whilst decreasing anxiety and unease when out in clinical practice (Yeager and Gotwals, 2010).

As part of the project, Community Ambassadors from our core district nursing teams, developed and facilitated scenarios alongside students. This provided not only a rich learning experience for students, but also a development opportunity for clinical staff from band 5-8a who have expressed an interest in student education. Early feedback from the initiative indicates a positive impact on promoting community nursing amongst students as well as an increase in job satisfaction for existing staff who have been part of this enterprise.

## Learning Outcomes

- To gain insight into the students' experience of a community-based simulation experience.
- To utilise our findings to shape future simulation for student nurses.
- To promote the trust and Community Nursing as the employer of choice amongst students

## Recommended Reading Titles

- NHS Long Term Plan (2019) Available at NHS Long Term Plan (Accessed 20.10.23)

- Incorporating High-fidelity Simulation Technology into Community Health Nursing Education (sciencedirectassets.com) – Yeager, S.T. and Gotwals, B. (2010) Incorporating High-Fidelity Simulation Technology into Community Health Nursing Education. *Clinical Simulation in Nursing*, 2010, 6 (2), pp. 53-59.
- Buchan et al (2019) A Critical Moment: NHS staffing trends, retention and attrition. The Health Foundation, Available at Buchan-et-al-2019.pdf (leadershipacademy.nhs.uk) (Accessed 20.10.23)

### **Presenter Biographies**

#### **Karen Deane**

#### **Practice Education Facilitator**

#### **Mersey Care NHS Foundation Trust**

#### **BA(Hons), RN (Adult), NMP.**

As a qualified and registered nurse since 2011, I have worked in various settings including, Cardiothoracic Surgery, Haematology Transplant and Accident & Emergency Department. On moving into the Community Walk in Centres, I began role of Nurse Practitioner, gaining Non Medical Prescribing and clinical examination qualifications to consolidate my skills in this autonomous nurse led role. I moved into the Practice Education Team in 2019 supporting pre & post registration nurses alongside maintaining quality learning environment in the Community setting. I have recently been an active member of a collaborative research project team focusing on the experience of students in practice and I have led on innovative projects including the Community Internship and from a practice perspective, the Community Simulation Project with a view to publishing our work in the near future.

#### **Jacqueline Yip**

#### **Simulation Lead, School of Health Sciences.**

#### **University of Liverpool.**

BN (Hons), RN (Adults) FHEA, PGDAP

After completing my nurse training in 2010, I gained clinical experience working in Accident and Emergency Departments in the North West. My interest in education grew and I was fortunate enough to spend part of my time as practice development nurse before moving into Higher Education. Initially working for the University of Chester in the role of Lecturer in Practice Learning, supporting students in practice before moving into my current post as Simulation Lead. Since starting in this role our hard work has been recognised through the university awards, with commendation for best contribution to students' experience.

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# Raising the profile of community and older person nursing on the pre-registration nursing programme at Oxford Brookes University (OBU)

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Tuesday, 23rd April - 11:20: 1.2 Community care education - Oral - Abstract ID: 161

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*Ms. Susan Chilton (Oxford Brookes University)*

## **Aim of paper**

Community nurses form a pivotal part of the NHS workforce and the success of the NHS Long Term Plan (2019) and NHS Long Term Workforce Plan (NHSE, 2023) - produced in response to the projected increase in demand for care as a result of an ageing and growing population with major health needs (Health Foundation, 2023) - depends on recruiting/retaining more nurses in primary, community and mental health settings.

Reflecting current national priorities, this presentation describes the '**Community and Older Person Nursing Network**' (COPNN) initiative which seeks to raise the profile of older person and community nursing in its various forms.

## **Abstract**

The current and future global demand for registered nurses in community (Chilton & Bain, 2018) and older adult nursing is well established (Garbrah et al, 2021). However, the attitudes of nursing students towards the care of older people in the community, long-term and particularly residential care settings can be tainted by the perception that such care involves limited opportunities to develop specific clinical nursing skills (Cooke et al. 2021/Garbrah et al. 2021/NHSE & Skills for Care, 2021).

The National Community Nursing Plan 2021-2026 aims to ensure the success of community nursing by focusing on career development, promotion of collaborative working and raising the profile of community nursing.

The COPNN, a research-informed education and practice development initiative, seeks to reflect political/professional/social/cultural/psychological/ethical/legal/cognitive and biological influences (HEE, NHSE, Skills for Health, 2018), whilst challenging ageist/discriminatory practises (Hill, 2018; Naughton, 2019; Age UK, 2019), promoting best practice and respecting a 'Healthy Ageing' approach (WHO, 2017).

Contemporaneous development of a wider range of 'Hub' placements for student nurses in the community setting (Care Homes/Primary Care Networks) is taking place alongside potential 'Spoke' placements in third sector settings, which is well supported by practice colleagues, offering invaluable educational support informally and via Action Learning Sets.

The initiative is collaborative with a representative membership including nursing academics; practice colleagues from primary & community/secondary/third sector and service users. The COPNN aims to enhance high quality nursing in a variety of community and older person settings by utilising evidence-based recommendations to influence its three key themes: 'Curriculum development'; 'Placement development' and 'Research and Publication'. Career progression and future employability form key aspects of this initiative.

Members of COPNN meet three times a year to provide updates on developments and share ideas to inform the future aims of the three working groups established to reflect the three key themes.

## **Learning Outcomes**

- To provide a critical overview of the political and professional context underpinning the '**Community and Older Person Nursing Network**' (COPNN).

- To explain the overall purpose and key objectives of the 'Community and Older Person Nursing Network' (COPNN)
- To share key developments and achievements of the COPNN to date

### **Recommended Reading Titles**

Chilton, S and Bain, H (eds) (2018) *A Textbook of Community Nursing* (2<sup>nd</sup> edn), London: Routledge.

Cooke J, Greenway K, Schutz S, (2021) 'Learning from nursing students' experiences and perceptions of their clinical placements in nursing homes: an integrative literature review'. *Nurse Education Today*, May:100:104857. doi:10.1016/j.nedt.2021.104857

Garbrah W, Välimäki T, Kankkunen P. (2021) Facilitating students' interest in older people nursing: Gerontological nurse teachers under scrutiny, *Nurse Education in Practice*. 50, 102929

### **Presenter Biographies**

#### **Susan Chilton**

I qualified in 1981, having undertaken a Bachelor of Nursing degree at the University of Manchester. Professional qualifications include MSC (Applications of Psychology) , PGCHE, SFHEA, BNurs, DN, HV, DNT.

During my career to date, I have worked in a variety of settings including acute, community and specialist nursing practice. Key roles include Ward Sister; Specialist Palliative Care Nurse and Lecturer/Practitioner (District Nursing). In addition, I have held substantive posts in Higher Education since 1991. I have worked as an academic in several Universities and I am also an experienced External Examiner.

I have published widely (articles/book chapters) and edited a number of core nursing textbooks. I am currently editor for the third edition of 'A Textbook of Community Nursing' (Routledge), to be published in 2024.

Current interests include raising the profile of community nursing and exploring ways of purposefully helping student nurses develop the required professional values and behaviours.

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# An Online Collaborative Primary Care Preceptorship Programme: an innovative approach

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Tuesday, 23rd April - 11:50: 1.2 Community care education - Oral - Abstract ID: 87

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*Mrs. Tina Fear (Training Hub), Mrs. Mashel Banks (Gloucestershire Training Hub), Ms. Catherine Blodwell (Preceptee; General practice nurse)*

## **Aim of paper**

To present an innovative model of education for nurses and nursing associates new to working in primary care.

## **Abstract**

This presentation demonstrates an innovative, online model for new nurses in primary care attending education and training for their role. It trials 2 large geographical areas working collaboratively to maximise supportive educational opportunities for newly qualified nurses, nursing associates and those new to primary care.

This initiative supports recruitment, retention, well-being, and resilience of nurses new to primary care (NHSE 2023). General Practices are offered a funded online 2 -year supportive Preceptorship Fellow Programme for all their new nurses and nursing associates. Year 1 provides knowledge understanding & application of both clinical and non-clinical skills required for their general practice nurse role. Year 2 provides continued support and funded CPD relevant to their role development in their Practice and progression of their career. The Programme adheres to the National Preceptorship Framework (NHSE 2022).

This initiative enables access to a Preceptorship Programme by overcoming constraints of being released for training and education. The online interactive sessions take place at extended lunchtimes.

Preceptees are provided with a comprehensive Portfolio to complete both during their 2- year Programme and beyond to document their future career pathway. A preceptor from their Practice supports their day-to-day clinical development. A legacy nurse mentor supports each preceptee to gain competencies in their Practice in addition to addressing their wellbeing and resilience. The preceptees initiate and value a What's App group for peer support to share knowledge and experiences.

Feedback from each session delivered is gained from each preceptee to ensure provision is rigorous, appropriate and robust. Feedback is also gained quarterly from preceptors to contribute to Programme design. The Programme is evaluated on its completion to contribute to further improvement of the Programme. Feedback to date has been extremely positive. This Programme has been awarded the National Interim award and validated by a regional university.

## **Learning Outcomes**

- To demonstrate innovative solutions to accessing education & Training for general practice nurses & nursing associates working in primary care
- To maximise access to a programme across a wide geographical area whilst still supporting nurses at an individual level
- To aid recruitment and retention by offering a supportive programme that can be utilised for future career development, appraisals & revalidation

## **Recommended Reading Titles**

NHS England (2023) Long Term Workforce Plan

NHS England (2022) Preceptorship Programme Framework

NMC (2022) Principles of Preceptorship

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### **Presenter Biographies**

#### **Tina Fear**

Tina Fear is a registered nurse and Educational Facilitator & Preceptorship lead for BANES, Swindon & Wiltshire Primary & Community Care Training Hub. She sees the focus of her role as supporting primary care teams in education, training and enabling students to consider a career in primary care to expand the future workforce.

#### **Mashel Banks**

Mashel Banks qualified as a nurse in 2016 and has worked in general practice since, covering all elements of practice nursing including minor illness/injuries, non-medical prescribing and insertion/removal of subdermal implants. Most recently Mashel has become preceptorship general practice nurse lead in Gloucestershire. She is also a non-commissioned officer in the Medical wing of the Royal Airforce.

#### **Catherine Blodwell**

Catherine Blodwell is an RN with experience in acute general medicine, cardiology & community nursing. Supporting newly registered, student nurses and those in primary care is a passion so completing the preceptorship programme has furthered my nursing development.

## **1.3 Innovations in nursing education programmes**

# Experts by Experience as Partners in Pre-registration Nursing Students Education: A Co-production delivery model

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Tuesday, 23rd April - 10:50: 1.3 Innovations in nursing education programmes - Oral - Abstract ID: 252

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*Mr. Ronnie Meechan (Birmingham Newman University), Ms. Alexis Warrilow (Birmingham Newman University),*

*Mr. Kevin Crimmons (Birmingham Newman University)*

## **Aim of paper**

There is a well-established requirement for experts by experience (EBE's) to be consulted and involved with the design, development, delivery and evaluation of educational programmes of education for pre-registration nursing students. Often EBE activity within educational programmes can be tokenistic or offer limited co-delivery opportunities which offer students meaningful input into the student education. This paper aims to outline how EBE's are integrated into pre-registration programmes in Nursing and Allied Health programmes within the school, not just in the delivery of sharing their lived experiences and simulation but also in the facilitation of reflective practice sessions following the students placements.

## **Abstract**

This abstract outlines how a School of Nursing and Allied Health recognises EBE's as full partners who can shape and improve our education programmes to ensure that we produce outstanding practitioners who can represent the public that they serve. The model of co-production and delivery of education is based on Arnstein and Sherry's Ladder of Participation to ensure education includes people with lived experience across the Health and Social Care programmes within the School of Nursing and Allied health but also across the wider University. The ladder lists seven stages of working towards co-production and it has been used to develop our EBE model but also to ensure we can measure meaningful EBE involvement. To ensure that our goals accurately reflect co-production from the outset, experts by experience have been involved in the creation of this model from the outset and are fully involved as the model is implemented. As a team of academics we aim to not only meet, but exceed, PSRB requirements for EBE activity in our curricula, and believe that in striving to achieve this, our service user and carer provision embraces a coproduction model.

We present an innovative model for EBE inclusion in all aspects of the programmes including recruitment and selection of students, the delivery of our programmes, participation in clinical skills/simulated practice sessions, assessment of students during presentations and the facilitation of reflective practice groups where EBE's facilitate students learning following each practice leaning opportunity. We believe that the culmination of all of these activities add an enriched an innovative approach to EBE involvement in the education of Nursing and Allied Health students. Our sustained approach to EBEs being central to the students journey supports our main aim that underpins a nurturing educational environment which develops student professional practice for their future career.

## **Learning Outcomes**

1. To develop an understanding of how EBEs have co-produced, co-designed and co-deliver programmes of education to Nursing and Allied Health students
2. Provide an overview of the creation of a reflective practice model that is co-facilitated by academic assessors and EBEs to enable students to reflect on their practice learning experiences meaningfully
3. Build support networks for EBEs to enable them to contribute confidently to pre-registration healthcare students education
4. Provide working ideas on how to create EBE groups that can grown and are sustainable for student activities throughout programmes.



**Recommended Reading Titles**

Arnstein, Sherry R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of planners*. 35 (4),pp. 216-224. Available from <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html>

Health Education England (NMC, 2018) *Patient and public involvement in nurse education* Health Education England. Available from: <https://www.hee.nhs.uk/our-work/patient-public-involvement-nurse-education>

National Co-production Advisory Group: Think Local Act Personal (NCAG:TLAP, 2021) *Ladder of Co-production* Think Local Act Local. Available from: <https://www.thinklocalactpersonal.org.uk/Latest/Co-production-The-ladder-of-co-production/>

**Presenter Biographies****Ronnie Meechan**

Ronnie Meechan is the Head of School (Associate Dean) Nursing and Allied Health within the Faculty of Arts, Society and Professional Studies. Ronnie is a qualified Adult and Mental Health Nurse. Before joining Newman University Ronnie was the Head of Education in the Institute of Clinical Sciences at the University of Birmingham and the Head of Pre-Registration Nursing at the University of Birmingham.

Ronnie was recognised for his outstanding contribution to student learning and student voice whilst at the University of Birmingham in 2020 and was awarded the HEFi teacher of the year award. In 2015 Ronnie was a shortlisted finalist for the National Student Nursing Times Awards by nursing students at Kingston University London for his contribution to student voice and student support.

Ronnie maintains links with practice through his work undertaking his role as a Nursing and Midwifery Council Registrant Visitor.

**Alexis Warrilow**

Alexis qualified as a Registered Mental Health Nurse in 2008 and started her career in nurse education in 2010 at Keele University, after publishing her dissertation in the *Journal of Psychiatric and Mental Health Nursing*. Up until 2016 Alexis worked as a Mental health Nurse in both higher education and clinical practice. During this time, she maintained clinical posts in practice working in various prison settings designing and developing primary mental health services to provide equivalent care for people in prison to give them access to quality of care.

Whilst in forensic mental health settings she spent her career working with a range of mental health problems however she specialised in area of Personality Disorder, and she is Dialectical Behaviour Therapy skills trained. Throughout her career in nursing education, she transitioned from the role of lecturer to becoming Award Lead for a large nursing programme during the COVID-19 pandemic.

**Kevin Crimmons**

Kevin has been a Practising Nurse for 40 years. He started his nursing journey aged 18 in the Army and some of the first patients he looked after were casualties from the Falklands War. Kevin qualified as an Enrolled Nurse in 1984. During the next few years, he was deployed to Belfast during the troubles, Belize, and the first Gulf War where he earned a Commanders Commendation for his work as part of a Burns Team.

Kevin was again deployed in the second Gulf War, caring for the injured. He transferred to Nurse Education at Birmingham City University in 2006, he left the Army and became Head of Adult Nursing there in 2012. Kevin joined Newman University in September 2022, excited at the prospect of creating a new way to educate and develop the best Adult Field Nurses.

# **A mixed methods study to explore the ‘Actions, Intentions and Beliefs’ of a nursing faculty using the ‘Teaching Perspectives Inventory’ (TPI) and their relationships with curriculum development.**

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Tuesday, 23rd April - 11:20: 1.3 Innovations in nursing education programmes - Oral - Abstract ID: 233

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*Ms. Jessica Powell (University of York)*

## **Aim of paper**

The aim of this research project was to explore the TPIs of a nursing faculty, if they influenced their involvement in curriculum development activities and if the TPI could be an effective tool for curriculum change.

This presentation will share that research and support nurse educators in their curriculum development activities to make practical, evidence based decisions about how that process might be supported and enhanced by taking a reflective, nurturing and inclusive approach to curriculum design.

## **Abstract**

### **Background**

The Teaching Perspective Inventory (TPI) is a validated survey, widely used in educational settings. During a period of curriculum reform the TPI was used to explore what relationships exist between educators’ philosophical beliefs, intentions and activities and their involvement with curriculum development.

### **Aims**

The aim of this research was to explore the TPIs of a nursing faculty and consider whether or not these influence their involvement in curriculum development activities and if the TPI could be an effective tool for curriculum change.

### **Methods**

A mixed methods study with data collected in two stages (2020-2021). In stage one, all members of a nursing faculty were invited to complete the TPI survey. Stage one participants (n=15) were invited to participate in stage two (n= 5) a semi-structured interview about teaching preferences and curriculum development process. Data were analysed using reflective thematic analysis.

### **Results**

The dominant teaching perspective was ‘Nurturing’, but all the perspectives were evident. Qualitative themes related to ‘Teaching’, ‘Curriculum Development’ and ‘The TPI’ in addition to a wider contextual theme of ‘Power and Control’. TPI profiles correlated with the level and style of engagement in curriculum development. Those with dominant Transmission perspectives tended to focus on subject preferences, those with dominant Developmental perspectives took an interest in the curriculum development and were most prominent in senior staff involved with curriculum development.

### **Discussion**

Nurturing was the dominant faculty perspective although the Developmental perspective held by senior staff most heavily influenced curriculum development, both factors likely reflected the hegemony of ‘participation’ in higher education. Teachers who hold other dominant perspectives are at risk of feeling marginalised and that student experience is detrimentally affected.

### **Conclusions**

The TPI can be used effectively within curriculum development. In particular it can promote an appreciation of actions, intentions and beliefs that differ from our own.

## **Learning Outcomes**

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By the end of this oral presentation delegates will be able to:

1. Describe the Teaching Perspectives Inventory and share an example of a mixed method research method.
2. Consider the ways that the personal actions, intentions and beliefs about education might influence their classroom and curriculum development activities.
3. Reflect on their own actions, intentions and beliefs about education in a local, national and international context.

### **Recommended Reading Titles**

Bas, G. and Senturk, C. 2019. Teachers' educational beliefs and curriculum orientations: A relational research. *Teachers and curriculum*. 19(1), pp.45–53.

Collins, J.B. and Pratt, D.D. 2011. The Teaching Perspectives Inventory at 10 Years and 100,000 Respondents: Reliability and Validity of a Teacher Self-Report Inventory. *Adult Education Quarterly*. 61(4), pp.358–375.

Sfard, A. 1998. On Two Metaphors for Learning and the Dangers of Choosing Just One. *Educational researcher* . 27(2), pp.4–13.

### **Presenter Biographies**

#### **Jessica Powell**

Jessica qualified as a nurse in 1999 from the University of Leeds and held a variety of clinical positions in cardiothoracics, coronary care and cardiac rehabilitation before joining the Department of Health Sciences at the University of York in 2009. Jessica is a fellow of the Higher Education Academy, NMC Teacher has taught as an Advanced Life Support Instructor. Jessica teaches across various undergraduate and postgraduate programmes with a special interest in cardiology, acute and critical care and simulation based education. She also has significant experience in interdisciplinary learning and teaching, frequently working with Paramedics or healthcare professionals working in the pre-hospital setting. She has significant experience in programme leadership and curriculum design and her research and scholarly activity focuses on curriculum development.

# Nursing students experiences of caring for children and young people during end of life care: A qualitative study

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Tuesday, 23rd April - 11:50: 1.3 Innovations in nursing education programmes - Oral - Abstract ID: 28

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Mrs. Leah Rosengarten (Northumbria University), Ms. Claire Camara (Northumbria University), Mrs. Jane Callum (Northumbria University)

## Aim of paper

This presentation will share the results of a research project undertaken which focused on the lived experiences of children's nursing students who have cared for a patient at, during, or immediately following end-of-life. The presentation aims to describe the emotions experienced by children's nursing students in reference to caring for a child or young person during end-of-life care and explore the student nurses' perceptions of education and support needs around caring for CYP during end-of-life care.

## Abstract

This focus group study was conducted to increase understanding of the experiences of undergraduate children's nursing students caring for children and young people at, during or immediately after end of life. Literature on the experience of caring for CYP during end-of-life care is limited. Available studies in the main have focussed on specific practice areas and palliative care specialist nurses with a view to understand the experiences of qualified staff.

The aim of the research to be presented is to:

- Enhance understanding of the lived experiences of children's nursing students who have cared for a patient at, during, or immediately following end-of-life.
- Describe the emotions experienced by children's nursing students in reference to caring for a child or young person during end-of-life care.
- Explore the student nurses' perceptions of education and support needs around caring for CYP during end-of-life care.

This presentation will share the findings from the research in six themes: Emotional practice (1), the heart of the care (2), a lasting impact (3), hierarchy of grief (4), experience, knowledge and understanding (5), and the value of support (6). It is identified that student nurses require enhanced education and support to enable them to effectively care for Children and Young People at the end of life. The results of the study can be used to improve education and support for student children's nurses caring for children and young people at the end of life.

## Learning Outcomes

- Enhanced awareness of the lived experiences and emotions of children's nursing students who have cared for a patient at, during, or immediately following end-of-life.
- Improved understanding of the student nurses' perceptions of their education and support needs when caring for CYP during end-of-life care.
- Consideration of opportunities to improve experiences of nursing students caring for children and young people at the end of life.

## Recommended Reading Titles

Bergsträsser, E., Cignacco, E., Luck, P. (2017). 'Health care Professionals' Experiences and Needs When Delivering End-of-Life Care to Children: A Qualitative Study . *Palliative Care*. 10. doi: 10.1177/1178224217724770.

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Gorchs-Font, N., Ramon-Aribau, A., Yildirim, M., Kroll, T., Larkin, PJ., Subirana-Casacuberta, M. (2021). 'Nursing students' first experience of death: Identifying mechanisms for practice learning. A realist review'. *Nurse Education Today*. 96(2021) pp104637.

Sherin, P., Renu, G., Thampi, P. (2019). 'Creating a positive attitude toward dying patients among nursing students: Is the current curriculum adequate?' *Indian Journal of Palliative Care*, 25(1), pp. 142-146.

### **Presenter Biographies**

#### **Leah Rosengarten**

Leah Rosengarten is an Assistant Professor in Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Personal Tutor for undergraduate Children's Nursing Students. Leah joined Northumbria University in 2018, moving from Paediatric Oncology at the Great North Children's Hospital, where she was based for 6 years.

#### **Claire Camara**

Claire Camara is a Lecturer of Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Personal Tutor for undergraduate Children's Nursing Students.

#### **Jane Callum**

Jane Callum is an Assistant Professor in Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Programme Leader for undergraduate Children's Nursing Students.

## **1.4 Quality improvement and innovation**

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# Impact of NMC Future Nurse standards on Pre-registration Children's nursing programmes

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Tuesday, 23rd April - 10:50: 1.4 Quality improvement and innovation - Oral - Abstract ID: 104

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*Mrs. Rebecca Reynolds (University of Plymouth), Mrs. Danielle Edge (University of Plymouth), Prof. Sarah Neill (University of Plymouth), Mrs. Melanie Hayward (Buckinghamshire New University), Dr. Marianthi Alexandropoulou (Buckinghamshire New University), Dr. Matt Carey (University of Plymouth)*

## **Aim of paper**

Concerns have been raised that the increasingly generic component to pre-registration programmes is not adequately preparing newly qualified children's nurses to care for children safely. In seeking the evidence for high quality pre-registration children's nursing education, this paper maps the current provision and changes undertaken following the Nursing and Midwifery Council (NMC) (2018) Future nurse standards. This project is the first step towards the development of a larger project exploring the impact of the degree of genericism in pre-registration children's nursing programmes on newly qualified children's nurses' knowledge, skills and ability to care for children, young people, and their families.

## **Abstract**

The aim of this cross-sectional survey was to investigate how the introduction of the NMC standards (2018) has impacted on the structure of pre-registration Children's nursing programmes in the UK. The NMC database of approved nursing education programmes lists 160 Pre-registration Child nursing programmes available at 67 approved educational institutions in the UK. An online anonymous survey was designed to map out the current content of the programmes and the identify the level of change. Recruitment was carried out through email to every Programme/course or Professional/field lead, through social media platforms and the Children and Young people academic network. The survey recruited 54 Academics linked to 97 pre-registration children's nursing programmes representing all four countries in the UK.

The results from this survey show that since the introduction of the NMC Standards (2018), 50% of the respondents (programme, field, or professional leads) reported that the theoretical content has changed. In particular, in over a third reported a decrease in child-specific content. Child field teaching methods accounted for less than 30% of all programmes whereas cross field teaching methods (Adult, Mental Health, Learning Disability and Child learners together), such as lectures, seminars, and clinical skills accounting for the remainder of the programme content. Thematic analysis of qualitative data identified three themes: genericism as the focus, the challenge to achieve standards of proficiency, and dilution of child specific content. The result show there are great disparities across the UK in how HEIs have interpreted the NMC standards and highlight academics concerns around the growing genericism within preregistration children's nursing education nationally. These findings will form a basis for the next stage of the project comparing the impact of greater or lesser degrees of genericism on the outcomes of programme for newly qualified child health nurses.

## **Learning Outcomes**

- To gain an understanding of how the introduction of the NMC Future Nurse standards (2018) has impacted on the structure of pre-registration Children's nursing programmes in the UK.
- To understand how this has affected the level of Child specific teaching for Preregistration Childrens nurses
- To hear the perspective of programme, field, and professional leads on the impact of the changes to the standards and the curriculum

### **Recommended Reading Titles**

Glasper, A., Fallon, D. (2021) Have the NMC educational standards become overly adult-centric? *British Journal of Nursing*. 30(11): 684-685.

Carter, B., Clarke, D., Crawford, D. (2015) Generic training will not prepare nurses of right calibre to care for children and families. *Nursing Children and Young People*. 27(6): 9-9.

### **Presenter Biographies**

#### **Rebecca Reynolds**

Rebecca is a children's nurse who spent the early part of her career working in general paediatrics and critical care. Alongside this, Rebecca spent many years working with children and young people with complex health needs in the community. Rebecca went on completed SCPHN programme and has spend a number of years working as a health visitor. Within this role Rebecca undertook further training to becomes a IHV Perinatal mental health champion trainer.

Rebecca joined the University of Plymouth as a lecturer in Children's nursing in 2016 and has recently taken on the role of strategic lead for children's nursing. Rebecca leads on health promotion, and care of the child and family in the community in the undergraduate programme, and CYP Mental health within the advance practice pathway.

Rebecca's research interests include pre-registration nurse education, developing student health promotion practice and innovative placement expansion through long arm supervision.



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# A four-field evaluation of students' final placement experiences and their preparation to transition from student to newly qualified nurse: a mixed methods evaluative research study.

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Tuesday, 23rd April - 11:20: 1.4 Quality improvement and innovation - Oral - Abstract ID: 228

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*Mrs. Elizabeth Crighton (Kingston University), Prof. Ann Ooms (Kingston University), Ms. Maria Milner (Kingston University),  
Dr. Celayne Heaton-Shrestha (Kingston University)*

## **Aim of paper**

This two-phase evaluative study aims to build on current knowledge and enhance understanding of the experiences of final placement students across *all* four fields of nursing in preparing to become newly qualified nurses and find employment.

## **Abstract**

Nurse retention remains challenging and is most problematic among newly qualified nurses. Therefore, preparing and supporting students to successfully undergo the transition from student to registered nurse is essential. Role transition is recognized as a challenging time for students as they are navigating challenges to successfully complete their programme of study, join the NMC register, and seek employment. The final placement is pivotal in preparing nursing students for transition to NQN (Crighton et al., 2018).

This presentation presents the finding of a study exploring final placement experiences and preparedness of BSc and MSc students from all four fields of nursing.

Students at one London-based university were invited to complete an online questionnaire and participate in an online focus group.

Findings show that students reported having opportunity to practice leadership and management skills (e.g. delegation, time-management, planning and prioritising care and clinical decision-making) and reported a growth in skill acquisition and confidence. Students valued the support they received from a range of clinical and academic staff, including support related to seeking employment.

The vast majority of students recognised that their final placement had a (major) impact on their readiness to transition to NQN with nearly 65% reporting that they felt (very) well prepared to transition to NQN.

Factors negatively impacting on transition focused around inadequate support, poor teamwork, communication and feeling tired and unhappy.

Nearly all students (94.11%) had secured their first jobs during the final placement. Factors which influenced their first-choice jobs included opportunities for professional development, availability of a preceptorship programme, and the time and cost spent travelling to work.

Themes from the focus group centred around developing knowledge and skills, confidence and progression, learning opportunities and the importance of timely support.

These findings have implications for curriculum planning and developing support for final placement students in practice.

## **Learning Outcomes**

1. To explore the support needs and experiences of final placement students and explore in detail whether current education and support fulfils these needs, including clinical, social, financial and emotional aspects of readiness to transition.
  2. To explore the factors which influence employability and seeking and securing first NQN jobs.
  3. To identify areas of innovation and good practice which can inform curriculum development.
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### **Recommended Reading Titles**

Watson, R. Wray, J. Barrett, D. Gibson, H. and Aspland, J., (2020), STaR Project: supporting transition and retention of newly qualified nurses, University of Hull

Wray, J., Watson, R., Gibson, H., and Barrett, D., (2021,) Approaches used to enhance transition and retention for newly qualified nurses (NQNS): A rapid evidence assessment. *Nurse Education Today*. Mar; 98:104651. doi: 10.1016/j.nedt.2020.104651. Epub 2020 Nov 11. PMID: 33358036.

### **Presenter Biographies**

#### **Elizabeth Crighton**

Elizabeth Crighton is Associate Professor at Kingston University and is an experienced nurse academic and children's nurse with a professional and research interest in supporting nursing students in clinical practice.

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# How do student and early career learning disability nurses develop their sense of professional identity and belonging within practice environments, and how can this influence post-registration employment.

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Tuesday, 23rd April - 11:50: 1.4 Quality improvement and innovation - Oral - Abstract ID: 34

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*Mr. Sam Abdulla (Edinburgh Napier University), Prof. Alison Machin (Edinburgh Napier University), Dr. Connie McLuckie (Edinburgh Napier University)*

## **Aim of paper**

This project aims to explore the experiences of pre-registration learning disability student nurses within practice learning environments. Through this, the impact of these learning experiences and its effect on student identity and post qualification destinations may be identified. This project aims to understand -

1. What factors influence the development of professional identity and belonging in student learning disability nurses within practice learning environments and
2. How do these factors influence post qualification destinations?

## **Abstract**

This project aims to explore the experiences of pre-registration learning disability student nurses within practice learning environments. Through this, the impact of these learning experiences and its effect on student identity and post qualification destinations may be identified and understood.

Workforce data suggests that within Scotland the vacancy rates within Nursing and Midwifery have increased from 1,991.8 whole time equivalents (WTE) to 3,606.9 WTE in the period from 2015 – 202 despite the total nursing workforce having increased by a total of 4% over the same time frame (NHS Education for Scotland, 2020). When we consider the importance that a lack of professional identity has in student attrition to address these workforce changes, ensuring that the factors which influence this both positively and negatively are understood becomes increasingly important.

While there is significant evidence regarding the development of nursing identities both nationally and internationally, there is lack of evidence relating specifically to learning disability nursing. Combined with Increasing vacancy rates and a traditionally older student demographic indicates an importance to understand the processes within this sub-cohort of nursing.

A lack of existing literature within the context of learning disability nursing identities, supports grounded theory approaches undertaken to explore this phenomenon. This project will utilize Grounded Theory methodology, specifically, Grounded Theory that is underpinned by a constructivist epistemology which suggests that reality is constructed by the social actors within meaning that there is not one objective truth. Constructivism can be aligned with Interpretivist ontological positions which further suggest that reality is interpreted by those who experience it rather than existing objectively.

## **Learning Outcomes**

1. Develop an understanding of Grounded Theory and its application to nursing research.
  2. Exploration of factors that contribute to the experiences of student nurses within clinical practice learning environments.
  3. Understand the impact this may have on student decision making in relation to post registration employment.
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### **Recommended Reading Titles**

McCann, T. & Clark, E. (2003). Grounded theory in nursing research: Part 1–Methodology. *Nurse Researcher*, 11(2), 7–18.

McGuinness, C., Scott, J.A., McKinlay, L. and Sturley, L. (2019). *Learning in Practice: What are the Perceptions of Undergraduate Pre-Registration Nursing Students and Mentors?* NHS Education for Scotland

NHS Education for Scotland. (2021). *NHS Scotland Workforce*. NHS Education for Scotland

### **Presenter Biographies**

#### **Sam Abdulla**

Sam Abdulla is a 3rd year Professional Doctorate candidate at Edinburgh Napier University where he is also a lecturer in learning disability nursing. Sam has a background in community nursing for people with learning disabilities and children with complex physical health needs and learning disabilities. Sam's research interests include community services for people with learning disability, intersectional identities and professional identity.

## **1.5 Evolving & innovative model of workforce training & education**

# Increasing the responsiveness of education in the emergency department

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Tuesday, 23rd April - 10:50: 1.5 Evolving & innovative model of workforce training & education - Oral - Abstract ID: 29

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*Mrs. Sally Miller (Bristol Royal Infirmary, UHBW)*

## **Aim of paper**

To increase the responsiveness of the education programme in the emergency department

## **Abstract**

### **Background**

Nurse education in the emergency department (ED) is a multifaceted role. Despite the enthusiasm and hard work of the ED education team, our teaching was not responsive enough to address the rapidly changing needs of the large, diverse team. We therefore re-evaluated how we could approach training to improve and meet the needs of our team.

AIM To increase the responsiveness of the education programme in ED.

### **Methods**

Working collaboratively is vital. Mazetti & Schaufeli (2022) state that team members with a shared mental model about decision-making are 'in sync' and will easily coordinate their actions. Introducing educator team away days has united the team and created a platform to share ideas and develop the educators.

Kirstin & Henrik (2009), purport that emergency nurses require specialised education. We identified 15 common themes through Datix and complaints, considering these essential training for all ED nurses. Each topic is developed into a 'theme of the month'. This focuses teaching, includes the multidisciplinary team and develops a structured framework for the education team to follow. We have mapped each monthly theme to the RCN ED competencies which has allowed us to develop objectives for learning and made clear links with patient safety.

### **Discussion**

Having training based around the RCN ED competency framework has standardised our practice. Staff are encouraged to be proactive, to provide appropriate evidence, and get their competencies signed off. A reward of a pin-badge for completed triage and resus competencies indicates the nurse's competence and demonstrates their achievement.

### **Conclusion**

Having a united education team and a robust theme of the month has allowed us to change our way of working, improving education within the ED. It is our aim to instil an ethos whereby it is the norm to complete competencies and staff are rewarded for good practice.

## **Learning Outcomes**

By the end of this session, the delegate should be able to;

1. Understand the methods by which we are developing a united team of educators within the ED
2. Recognise the principles of developing a Theme of the Month for nurse education.
3. Implement the ED RCN competencies to standardise education in the ED and recognise the value of rewards.

### **Recommended Reading Titles**

Mazzetti, G. and Schaufeli, W.B. (2022) 'The impact of engaging leadership on employee engagement and team effectiveness: A longitudinal, multi-level study on the mediating role of personal- and team resources', *PLOS ONE*. Edited by E. Senel, 17(6), pp. 1–25. Available at: <https://doi.org/10.1371/journal.pone.0269433>.

*Competency Requirements Of Emergency Nurses* (no date) *NursingAnswers.net*. Available at: <https://nursinganswers.net/essays/competency-requirements-of-emergency-nurses-nursing-essay.php?vref=1> (Accessed: 5 September 2023).

RCN (2017) *Competency Framework for Emergency Nursing* | *Royal College of Nursing, The Royal College of Nursing*. Available at: <https://www.rcn.org.uk/professional-development/publications/PUB-005883>.

### **Presenter Biographies**

#### **Sally Miller**

Originally from New Zealand, I have worked in the emergency department of the Bristol Royal Infirmary since 1995. My roles have included staff nurse, Sister, Emergency Nurse Practitioner and Currently Practise Education Facilitator. I am also an Associate Lecturer for the Paramedic Science BSC course at the University of the West of England.

# What is proficiency in emergency nurse practitioners: A phenomenological study?

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Tuesday, 23rd April - 11:20: 1.5 Evolving & innovative model of workforce training & education - Oral - Abstract ID: 42

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*Dr. Daniel Monk (Northumbria University)*

## **Aim of paper**

The aim of this research is to understand and define role proficiency in ENPs from the position of the autonomous ENP.

## **Abstract**

### Background

The need to understand the process of moving nurse practitioners to the stage of competency has become more apparent as urgent care demand in England continues to increase. Emergency Nurse Practitioner (ENP) regulation moved on little until the advanced clinical practice (ACP) framework. This provides clarity of qualification and direction that is not currently present in ENPs, advancing ACPs distinctly from the origins of the ENP role without defining proficiency. This research, as part of a doctoral study, seeks to define proficiency.

### Aims

The aim of this research is to understand and define role proficiency in ENPs from the position of the autonomous ENP.

### Methods

A hermeneutical phenomenological study of lived experience was conducted. Ten participants maintained an experience based digital diary enabling a focus on proficiency prior to an interview in 2016/17. A three-stage Data interpretation process was used (Lindseth and Norberg, 2004) and the information power model justified sample size (Malterud *et al.*, 2016),

### Results

The meaning of proficiency was established, leading to its definition. Participants examined proficiency deriving its component parts. Proficiency became about how the components of relationships, confidence, learning & knowledge, exposure & experience, and care, were applied and understood by the ENP (Monk, 2023).

### Discussion

The meaning of proficiency became about the effectiveness with which participants confidently connected and understood the components to move towards feeling proficient in their role. The key is motion towards the goal of proficiency and confidence in the components that drive the ENP.

### Conclusions

Proficiency is a dynamic notion, changeable, delicate, fragile even and not necessarily present for every situation. A model of proficiency is presented regarding the nature of proficiency as a continuum moving ever forward. The influence exerted by each component upon proficiency, varies in magnitude in line with how the ENP feels about their proficiency.

## **Learning Outcomes**

Delegates will understand and define the concept of role proficiency in ENPs.

Delegates will recognise how the components of role proficiency interact with each other in a proposed model.

## **Recommended Reading Titles**

Lindseth A and Norberg A (2004). 'A phenomenological hermeneutical method for researching lived experience'. *Scandinavian Journal of Caring Sciences*, 2004; 18; 145–153.



Malterud K, Siersma V D and Guassora A D (2016), 'Sample size in qualitative interview studies: Guided by information power'. *Qualitative Health research*, 2016, Vol. 26(13) 1753-1760.

Monk D, Porteous D and Machin A (2023), 'The influence of practice experiences on feelings of role proficiency in emergency nurse practitioners: A phenomenological study'. *International Emergency Nursing*, Volume 70, September 2023, 101342.<https://doi.org/10.1016/j.ienj.2023.101342>

### **Presenter Biographies**

#### **Daniel Monk**

Dr Monk's clinical career began in emergency care moving into Practitioner work in a variety of urgent and unplanned settings in the North East of England. Dr Monk moved into higher education and specialises in teaching emergency, urgent and unplanned care from a clinical, professional, patient and managerial perspective. He is also Head of CPD working closely with stakeholders to meet AHP workforce needs. His doctoral studies examined proficiency in Emergency Nurse Practitioners and his research interests include non-medical prescribing, basic life support, CPD experiences and proficiency development.

## A fresh skillset and continuous professional development structure for Nurses working in challenging and crisis situations; the Health Action Training Approach.

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Tuesday, 23rd April - 11:50: 1.5 Evolving & innovative model of workforce training & education - Oral - Abstract ID: 244

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*Mr. Patrick Deeny (Health Action Training Ltd), Dr. Karl Tizzard-Kleister (Health Action Training Ltd)*

### **Aim of paper**

To facilitate the development of a fresh perspective on the required skill-set and continuous professional development structure Health Action Training has created to help Nurses with coping, self-care and resilience for a person-centred approach in challenging and crisis situations.

### **Abstract**

**Background:** Despite lessons learned from the COVID-19 pandemic, work-related stress, emotional exhaustion, anxiety, and burnout still prevail. Superimposed on deep-rooted problems with the health system, Nurses now work in a constant state of challenge and crisis. Additional training is required to enhance the skill set for coping, self-care, and resilience if person-centred care in such challenging and crisis situations is to be achieved.

**Method:** Health Action Training (HAT) is an interdisciplinary creation from Person-Centred Nursing and Applied Drama. Techniques from actor training, effective breathing, grounding, sympathetic presencing, and voice exercises help learners embody the ideas and skills. Role-plays reflecting the challenges of being person-centred in challenging and crisis situations are co-created and performed by participants. Creative personal reflections are used to capture the learning. Overall, the intention is to promote a sense of agency and leadership in person-centredness for self, teams, and organisations.

### **Results:**

The HAT process involving taster sessions, courses and workshops has been accessed by over 200 people from all fields of Nursing (and Midwifery). All levels of staff, experienced and newly qualified have engaged. Evaluation shows a high learner satisfaction (97.50%). Resilience scores show a marked increase (33.86 %) increase with Person-centredness scores also increasing (16.26%). Comments such as “I am] *definitely more comfortable with being uncomfortable*” and “*I did not expect to gain as much, it will definitely help me, my colleagues and patients*” affirm that HAT courses provide a positive learning experience. The *International Nursing Now Challenge* presently use HAT as the main educational support for delegates worldwide.

**Conclusion:** HAT is a proven CPD process that enhances skills in coping, self-care, and resilience for person-centredness. It is particularly useful for crises and challenging situations. Validation of the process in all fields of Nursing (and Midwifery) and in countries across the world affirms this.

### **Learning Outcomes**

At the end of this presentation, participants will;

Evaluate the need for a fresh experiential learning approach to Continuous Professional Development for Nurses in relation to coping, self-care, resilience and person-centredness for challenging and crisis situations. Gain insights into how Health Action Training (HAT) enhances the skill set and provides a structure for the continuous professional development of Nurses in relation to coping, self-care, resilience and person-centredness for challenging and crisis situations.

### **Recommended Reading Titles**

Gillen, P. *et al.* (2022) ‘Wellbeing and coping of UK nurses, midwives and allied health professionals during COVID-19-a cross-sectional study’, *PloS one*, 17(9), pp. e0274036–e0274036. Available at:

<https://doi.org/10.1371/journal.pone.0274036>.

Jennings, M., Deeny, P., and Tizzard-Kleister, K. (2021) “Care in Crisis’: *Health Action Training (HAT) for Person-centred Care, Communication Skills and Resilience in Nursing during the COVID-19 Pandemic*’ in Lim, B and Ho King-Hay, O. (eds.) *Empower Arts, Animate Communities*, Hong Kong: Chinese University of Hong Kong, pp.121-140 Available at: <https://communityarts.crs.cuhk.edu.hk/978-988-79285-2-2-chapter-9/>

### **Presenter Biographies**

#### **Patrick Deeny**

**Pat Deeny** is a Nurse Educator, a Senior Fellow of the United Kingdom (UK) Higher Education Academy and an experienced External Examiner for the Higher Education Sector. He has 30+ years of experience as a nurse, nurse educator and nursing consultant with experience in curriculum development and educational programme management at undergraduate and postgraduate level for healthcare professionals. He has extensive experience in healthcare simulation especially in the realm of community resilience and disaster response training. Pat is CEO of the Health Action Training company.

#### **Karl Tizzard-Kleister**

**Dr Karl Tizzard-Kleister** holds a MA in Theatre from Chichester University and has worked as a professional performer, writer, director, and technician for the last 5 years. His interdisciplinary PhD research focuses on how drama can enhance nursing education. From the success of the intervention in Karl’s PhD, he co-founded Health Action Training, a company dedicated to providing effective and sustainable communications training for healthcare staff using similar methods as the course he designed for his PhD. He is a member of a currently unnamed special interest group which brings together experts in the theory and delivery of drama-based approaches to healthcare education. Karl helped to organise the group’s very successful inaugural event, where he also presented his experiences of using drama to enhance Nurse education.

**1.6 Symposium:  
Innovations in nursing  
education programmes**

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## From Insight to Innovation - Nurturing Student Growth Symposium: Placement Capacity in Dorset (1)

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Tuesday, 23rd April - 10:50: 1.6 Symposium: Innovations in nursing education programmes - Symposia -  
Abstract ID: 97

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*Mrs. Alice Girling (University Hospitals Dorset NHS Foundation Trust), Mrs. Hannah Street (University Hospitals Dorset NHS Foundation Trust), Ms. Lucy Compiani (NHS Dorset), Ms. Charlotte Blowers (Dorset County Hospital NHS Foundation Trust),  
Mrs. Sarah Tilbury (NHS Dorset)*

### **Aim of paper**

Our paper shares insights from extensive data analysis spanning the 2022-23 academic year. Led by education teams in the Dorset Integrated Care System, we explore the nuances of managing placement capacity for pre-registration student nurses. We identify the challenges, strategic drivers, and the need for tailored pastoral support for diverse student groups.

We examine the role of placement education teams and present recommendations for placement expansion to 2029. These issues hold significance nationwide. By sharing our research, we aim to contribute to a broader understanding of these challenges and potential solutions within pre-registration nursing education, aligning with the conference themes.

### **Abstract**

Our audit-based research, conducted through a collaborative community of practice, involved placement providers within the Dorset Integrated Care System (ICS). This effort was initiated in anticipation of the NHS Long-Term Workforce Plan and the heightened demand for pre-registration student nurse placements following substantial expansion in 2020-2021. The key findings underscore the documented need for additional resource and support required for apprentice students, who require double the support as traditional UCAS students. Furthermore, our work reveals that practice educators spend a significant amount of time on administrative tasks and meetings, diverting their focus from providing direct support to students on placement and in simulation/clinical teaching activities.

While there is a clear appetite for further placement expansion, achieving this goal necessitates the collaboration of our wider education partners to establish a consistent balance between supply and demand for placement capacity. Expanding placements must be approached with caution to prevent compromising the student experience. Addressing this challenge is integral to securing future workforce supply and will require strategic buy-in and enhanced funding investment for apprentice learners.

Our paper also highlights the lingering impact of the COVID-19 pandemic on staff morale and burnout, particularly in the context of placement capacity and learner experience. A more in-depth analysis is required to comprehensively address this issue. As a result of this work, a Dorset-wide working group has been established to collectively address the maintenance and expansion of placement capacity.

Our research aligns with the theme of innovation in nursing education and aims to drive advancements in nursing practice. It offers a contemporary and practical perspective that will contribute to a better understanding of the challenges and potential solutions associated with nursing education and practice. We are confident that our findings will significantly impact the field of nursing education and practice, offering valuable insights and recommendations.

### **Learning Outcomes**

1. Gain insight into the benefits of establishing a system-wide working group aimed at addressing placement capacity cohesively and collectively, contributing to future workforce supply through the community of practice methodology
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2. Recognise the additional administrative, pastoral and educational support requirements of apprentice students in nursing education, particularly in comparison to UCAS students, and the implications for inclusive learning.
3. Understand the implications of placement expansion and the impact on learning experience within the context of student retention, readiness for practice, the NHS Long-Term Workforce Plan and the underpinning infrastructure needs of student placement support teams.

### **Recommended Reading Titles**

Health Education England. 2021a. The Impact of Covid-19 on Students' Survey Key Findings. Online. Available via: <https://www.hee.nhs.uk/our-work/reducing-pre-registration-attribution-improving-retention>

Health Education England. 2021b. HEE Quality Framework. Health Education England. Available from: [www.hee.nhs.uk/our-work/quality](http://www.hee.nhs.uk/our-work/quality)

NHS England. 2023. NHS Long Term Workforce Plan. Online. Available via: <https://www.england.nhs.uk/publication/nhs-long-term-workforce-plan/>

### **Presenter Biographies**

#### **Hannah Street**

Hannah Street is an RN with a background in post-anaesthetic care, before specialising in cardiology. A passion for teaching led into education as a cardiology practice educator for three years. In 2022 she became the learning environment lead at University Hospitals Dorset NHS Foundation Trust, where she oversees a team of 13 across a multi-site Trust; a primary focus on supporting all pre-reg non-med learners and newly qualified registrants. Hannah's team received a Festival of Learning Award in 2023 and were finalists for Placement of The Year at the Student Nursing Times Awards 2022.

Dedicated to psychological safety and civility in the workplace, Hannah advocates for inclusivity and nurturing learning environments; spearheading the Purple Flag initiative. Recognised nationally in the NHS England Safe Learning Charter 2024, Hannah's key focus for 2024 is to spread the Purple Flag initiative across the country to create psychologically safe learning environments for everyone.

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# From Insight to Innovation - Nurturing Student Growth Symposium: Unveiling Experiences through Visual Storytelling (2)

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Tuesday, 23rd April - 11:20: 1.6 Symposium: Innovations in nursing education programmes - Symposia -  
Abstract ID: 98

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*Mrs. Alice Girling (University Hospitals Dorset NHS Foundation Trust), Mrs. Hannah Street (University Hospitals Dorset NHS  
Foundation Trust)*

## **Aim of paper**

The aim of this paper is to share the outcomes of an exploration of student nurse experiences during clinical placements. Collages created through photo elicitation methodology provides a visual and emotionally rich depiction of the intricate and often abstract aspects of lived experiences. Through thematic analysis, we identified that deeply personal and emotionally driven issues. By juxtaposing these insights with existing quantitative placement capacity data, we aim to offer a holistic understanding of the complex interplay between students' experiences and the logistical aspects of clinical placements, thereby contributing to a more comprehensive and student-centred approach to nursing education.

## **Abstract**

This abstract outlines a novel exploration of student nurse experiences during clinical placements through the use of photo elicitation and collaging methodologies. In this exercise, three student focus groups were conducted in a neutral environment within the education centre, and away from the placement environment, led by student practice educators. Oversight by a Professional Nurse Advocate (PNA) ensured a supportive and unbiased atmosphere. Participants were given a the topic of their lived experience on placement, visual resources, and an hour to engage in open, candid conversations, thereby creating an open and honest environment.

The culmination of these discussions was a set of collages, each conveying a unique perspective of the lived experiences and challenges faced by student nurses during their clinical placements in our Trust. To clarify the end product, one participant from each group was selected to discuss the meaning behind their collage, facilitating a deeper understanding for the practice educators. Post-collage restorative clinical supervision was conducted by the PNA to provide immediate emotional support and reflection.

This paper presents the three collages as visual depictions of the collected themes and invites the audience to actively participate in a professional discussion surrounding these themes. By linking this qualitative approach with quantitative audit data from a Dorset system placement capacity workstream (see Paper 1), it has yielded innovative strategies to better support students on placement.

The resulting recommendations aim to reduce pre-registration attrition, enhance student wellbeing, and promote a more enriching, quality learning experience. The interplay between the visual insights of the collages and the accompanying placement capacity data has the potential to contribute to a more student-centered and empathetic approach in nursing education and clinical placements. This abstract invites attendees to engage in a collective exploration of these transformative findings.

## **Learning Outcomes**

1. Gain insight into the lived experiences of pre-registration student nurses during clinical placements.
2. Understanding the process of photo elicitation and collaging as a means of conveying complex and abstract personal experiences and challenges faced by pre-registration student nurses.
3. Understand the potential for innovative strategies aimed at reducing student attrition, enhancing their wellbeing, and improving the overall learning experience during placements.

### **Recommended Reading Titles**

Health Education England. 2018. RePAIR: Reducing Pre-Registration Attrition and Improving Retention Report [online]. Leeds: Health Education England. Available from

<https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention>

Porteous, D.J., Machin, A. 2018. The lived experience of first year undergraduate student nurses: A hermeneutic phenomenological study. *Nurse Education Today*, 60, 56-61

Reverte-Villarroya, S., Ortega, L., Lavedan, A., Masot, O., Burjales-Marti, M.D., Ballester-Ferrando, D., Fuentes-Pumarola, C., Botigue, T. 2021. The influence of COVID-19 on the mental health of final-year nursing students: comparing the situation before and during the pandemic. *International Journal of Mental Health Nursing*, 2021, 10.1111/inm.12827

### **Presenter Biographies**

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## From Insight to Innovation - Nurturing Student Growth Symposium: Raising the Purple Flag (3)

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Tuesday, 23rd April - 11:50: 1.6 Symposium: Innovations in nursing education programmes - Symposia -  
Abstract ID: 99

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*Mrs. Hannah Street (University Hospitals Dorset NHS Foundation Trust), Mrs. Alice Girling (University Hospitals Dorset NHS  
Foundation Trust)*

### **Aim of paper**

The paper aims to showcase an innovative approach to enhancing the quality of clinical placements for students, aligning with Quality Framework Standards and recognising the post-pandemic clinical landscape within the NHS. The Purple Flag initiative introduces a user-friendly tool enabling students and learning environments to raise urgent concerns related to placement quality, learning experience, or student wellbeing to the Trust's Student Support Team. This ensures a real-time response, facilitating in-person interventions to de-escalate and mitigate concerns swiftly. Our aim is to disseminate valuable insights and best practice contributing to the continuous improvement of our wider student learning environments.

### **Abstract**

The "Purple Flag" initiative represents a ground breaking innovation in our approach to supporting student placements and fostering an environment conducive to quality learning experiences within our acute NHS Trust.

In response to the evolving clinical landscape and the rise in student concerns, we have created an online interface available to all students and staff members. This simple tool empowers them to promptly raise a Purple Flag when faced with urgent concerns related to student placements, learning experiences, or wellbeing. The submission of a Purple Flag triggers an immediate alert to our dedicated Student Support Team, enabling discrete and prompt visit to the placement area or student.

Given the geographical footprint of placement sites across our three hospital Trust, daily visits to each student are not feasible. However, the Purple Flag allows us to focus our efforts effectively, responding to and prioritising concerns as they arise. This proactive approach has been well received and is contributing to the prevention concerns that may impact the overall quality of the placement.

The data generated through Purple Flag submissions is shared with our strategic leaders, facilitating the identification of emerging patterns. This, in turn, enables us to target service improvements and enhance support processes where needed. These insights are instrumental in safeguarding and maintaining our wider placement capacity.

By presenting this innovative approach, we aim to demonstrate and share its development and applicability. We believe that this mechanism can be adopted in wider clinical practice, significantly impacting multi-professional healthcare education. Our initiative aligns seamlessly with the conference theme, contributes to the advancement of the art and science of nursing, and adheres to the highest standards of clarity and relevance. The Purple Flag initiative represents a pivotal step towards transforming nursing education and enhancing the student learning experience on placement.

### **Learning Outcomes**

1. Gain insights into the Purple Flag initiative as an innovative solution to addressing urgent student concerns during clinical placements
  2. Understand the practical application of the Purple Flag within an embedded Student Support Team, which allows timely interventions to mitigate the impact of student or placement quality concerns
-

3. Discover the role of the Student Support Team in responding to Purple Flag submissions and how this contributes to enhanced student wellbeing retention and the maintenance of placement capacity

### **Recommended Reading Titles**

Esterhuizen, J. 2020. Reflection: the influence of the COVID-19 pandemic on nursing and nursing education. *Professional Nursing Today*, 24 (4)

Health Education England. 2021. The Impact of Covid-19 on Students' Survey Findings. Online. Available via: [www.hee.nhs.uk/our-work/reducing-pre-registration-attribution-improving-retention](http://www.hee.nhs.uk/our-work/reducing-pre-registration-attribution-improving-retention)

Health Education England. 2021. HEE Quality Framework - 2021. Online. Available from: <https://nshcs.hee.nhs.uk/publications/health-education-england-hee-quality-framework-from-2021/>

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#### **Hannah Street**

Hannah Street is an RN with a background in post-anaesthetic care, before specialising in cardiology. A passion for teaching led into education as a cardiology practice educator for three years. In 2022 she became the learning environment lead at University Hospitals Dorset NHS Foundation Trust, where she oversees a team of 13 across a multi-site Trust; a primary focus on supporting all pre-reg non-med learners and newly qualified registrants. Hannah's team received a Festival of Learning Award in 2023 and were finalists for Placement of The Year at the Student Nursing Times Awards 2022.

Dedicated to psychological safety and civility in the workplace, Hannah advocates for inclusivity and nurturing learning environments; spearheading the Purple Flag initiative. Recognised nationally in the NHS England Safe Learning Charter 2024, Hannah's key focus for 2024 is to spread the Purple Flag initiative across the country to create psychologically safe learning environments for everyone.

# **Poster Tour A | Nursing Workforce**

## Poster 1 | Developing a clinically competent undergraduate nursing workforce in nutritional education

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 96

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*Mrs. Mandy Allen (University of Glasgow), Mrs. Libby Paterson (University of Glasgow), Ms. Elizabeth Whitehouse (Greater Glasgow and Clyde), Ms. Michelle Gray (Greater Glasgow and Clyde), Ms. Susan Dunn (Greater Glasgow and Clyde), Ms. Rebecca Turner (Greater Glasgow and Clyde), Ms. Jennifer Bowers (Greater Glasgow and Clyde)*

### **Aim of paper**

To promote an interprofessional team approach to food, fluid and nutrition in undergraduate student nurse education.

### **Abstract**

Undergraduate nursing students often demonstrate poor knowledge of nutrition but implementing active, innovative, and focused didactic strategies has been shown to improve student's nutritional knowledge. The importance of nutrition in all clinical contexts is well recognised. Nutrition is central to health and nurturing a healing body. Despite endeavours to provide basic effective nutritional care in healthcare settings, delivery remains challenging. Recognising the pivotal role of nutritional support in health and disease management is essential for nursing students.

### **Method:**

The undergraduate 2<sup>nd</sup> year nursing curriculum requires student nurse engagement with, and knowledge development, around feeding difficulties, dehydration, and malnutrition which if left uncorrected contributes to lengthened hospital stays and increased risk of morbidity and mortality.

Five clinical skills stations were set up with nutritional clinical practice educators (a speech and language therapist, two nutrition clinical nurse specialists, a dietician, and catering staff). The nutritional clinical practice educators contextualised learning within a clinical simulation lab to promote the application of an interprofessional team approach to food, fluid, and nutrition. This allowed for the practical application of the science of nutrition and hydration for the students to support person-centred care. Students learned about: Swallow reflex and patient positioning; Awareness of nutritional assessment tools and measurements; Understanding parenteral nutrition and its purpose; Different feeding methods using aids, such as an NG tube; And a patient volunteer who shared their experience. Additionally, the catering department brought a variety of food samples to contextualise patient needs for students to try.

Informal evaluation at the end of the session was very positive with students feeling more confident in their practice knowledge. This session supports the development of a clinically competent and confident nursing workforce.

### **Learning Outcomes**

1. To develop knowledge and understanding of contemporary nutritional practice and use of nutritional assessment tools
2. To support the development of practical knowledge of the science of nutrition and hydration in order to support person-centred care.
3. To develop a clinically competent nursing workforce by using contemporary evidence-based best practice in order to optimise the patient's nutritional journey.

### **Recommended Reading Titles**

Nutritional Risk Screening and Assessment *J. Clin. Med.* 2019, 8, (7), 1065; <https://doi.org/10.3390/jcm8071065>  
Published: 20 July 2019

Bobbi B. Laing, Jennifer Crowley (2021) Is undergraduate nursing education sufficient for patient's nutrition care in today's pandemics? Assessing the nutrition knowledge of nursing students: An integrative review. *Nurse Education in Practice*, Volume 54, ISSN 1471-5953, <https://doi.org/10.1016/j.nepr.2021.103137>

Mancin, S, Sguanci, M, Cattani, D, Soekeland, F, Axiak, G, Mazzoeni, B, De Marinis, MG, & Piredda, M (2023) Nutritional knowledge of nursing students: A systematic literature review. *Nurse Education Today*, Volume 126, July 2023., 105826, <https://doi.org/10.1016/j.nedt.2023.105826>

### **Presenter Biographies**

#### **Mandy Allen**

M. Allen is BN2 Year Lead/Lecturer for the undergraduate nurse programme at the University of Glasgow Nursing and Health Care School, and Programme Director for Burns & Plastics.

Mandy is highly experienced in both pre and post-registration nursing education and has interests in many areas, including adult nursing, paediatrics, public health and community nursing, and advanced practice.

## Poster 2 | The HCA Taster Day: A Novel Approach to Improving Recruitment and Retention of Healthcare Support Workers.

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 100

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*Ms. Laura Appleton (Nottingham University Hospitals NHS Trust)*

### **Aim of paper**

To provide further details of an innovative day to conference members. On the HCA Taster day members of the public are invited to discover more about the role of the Healthcare Support Worker (HCSW) with hands-on experience directly related to the role. From this day, members of the public are better informed of the role of the HCSW, working at the Organisation and are empowered to decide whether a HCSW role is right for them.

### **Abstract**

This paper aims to outline the content of the HCA Taster Day, the benefits for attendees and the Organisation, and issues identified along with solutions.

The HCA Taster Day consists of an introduction to the role with group activities, such as applying the Organisation's values and behaviours to the day-to-day activities of the Healthcare Support Worker (HCSW). There is an unstructured Q&A session with current staff members. There are also workshops including providing personal care to mannequins, hand hygiene and fluid thickening.

The benefits of the HCA Taster Day include; people understanding the HCSW role, the expectations therein, a more informed, empowered workforce - they understand aspects of the role as well as the practicalities of working at the Organisation. The Organisation benefits with widening participation from the local community, increasing the accessibility of the role and improved recruitment and retention of HCSW staff. An unexpected benefit is people attending the day as interview preparation - resulting in higher quality interviews and increased instances of job offers.

One issue which has arisen is high bookings but low attendance numbers. Previously the team has advertised the dates for the whole year with all dates booking up very quickly. However, taking bookings several months in advance results in low attendance on the day. Therefore the team have begun to take bookings 2 weeks prior to the event. This has improved attendance numbers and will be built into future planning. The team has also instigated SMS text and email reminders for attendees to encourage communication between the team and attendees.

The HCA Taster Day is offered to members of the public and Sector Based Work Academy Programmes. Work is currently underway to offer the HCA Taster Day to schools and colleges

### **Learning Outcomes**

From this presentation conference delegates will:

1. Understand what the HCA Taster Day is.
2. Understand the benefits and issues associated with the HCA Taster Day.
3. Have an understanding of how they could implement a similar day in their own Organisations.

### **Recommended Reading Titles**

NHS Long Term Workforce Plan ([england.nhs.uk](http://england.nhs.uk))

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### **Presenter Biographies**

#### **Laura Appleton**

Laura started working in the NHS as a Food Service Assistant in 2013 after completing a BMedSci at Sheffield University. After gaining some experience in the hospital she worked in the Emergency Department as an Emergency Department Assistant and then as a Clinical Support Worker. She returned to University to complete her MSc in Adult Nursing. She worked for several years in high dependency and ICU areas, joining the Wider Workforce team at NUH after witnessing first-hand the impact of HCSWs on the Nursing workforce.

## Poster 3 | Changing the culture of low-mid fidelity simulation scepticism within a post-graduate children and young people's nursing workforce

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 191

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*Ms. Jessica Purcell (University College London Hospital)*

### **Aim of paper**

The aim of this piece of work was to improve understanding of the barriers to accessing low-mid fidelity simulation as an effective learning tool experienced by post-graduate nurses. To promote the use of low-mid fidelity simulation in the postgraduate nursing workforce. To empower the diverse nursing cohort to have an active role in simulated, and real-life, resuscitation, and care of deteriorating children. To equip them with skills, experience, and confidence to access advanced life support courses with reduced fear and anxiety.

### **Abstract**

**Introduction/Background:** NHS Trusts are challenged with limited engagement of post-graduate children and young-people's (CYP) nurses in multi-disciplinary simulations and advanced life support courses (ALS). Simulation is valuable in healthcare education, however, often elicits anxiety amongst participants. Historically, nurses are relegated to basic roles within medically-facilitated simulations. To address this, regular, relevant nurse-led simulations are crucial to improve confidence and participation in simulations and ALS courses.

**Purpose:** To understand the barriers postgraduate nurses face in using simulation as an effective learning tool, implement changes to empower nurses to be leading members in simulation and resuscitation of the deteriorating CYP.

**Methods:** This multi-stage process began with a learning needs analysis to understand the nursing resistance to simulation. Weekly ward-based nursing simulations, preparation days for ALS courses and an acute paediatric study day for adult and paediatric nurses were initiated and led by experienced nurses; feedback was then analysed. Psychological safety was ensured, with focus on empowering nurses to manage deteriorating children autonomously.

**Results:** Following the learning needs analysis, the simulation structure was adapted. The weekly ward simulations were well attended, the study day ran twice in 12-months and was oversubscribed, prompting increased provision. Nurses reported improved knowledge and skills base. Simulation was viewed as a safe, positive, and effective educational tool. There was a significant increase of nurses registering for ALS courses, from <5 nursing participants per year to >16 nursing participants a year.

**Conclusion:** The normalisation and implementation of simulation within post-graduate nursing education has proven to not only improve nurses' confidence and uptake of ALS courses. But has also managed to overcome negative perceptions of simulation by providing a safe space for learning and development. The success of this culture change can only contribute positively to patient safety and encourage nursing educators to embrace simulation as an effective education tool.

### **Learning Outcomes**

1. Understand the barriers post-graduate nurses reported facing in accessing low-mid fidelity simulation as an effective education tool and the changes that were made to simulation exposure and delivery to combat this.
2. Understand how these are currently being overcome in a post-graduate nursing cohort to deliver high quality health care education



3. Equip educators with the findings of this piece of work and enable them to apply them in their local practice

### Recommended Reading Titles

1. Motola, I., Devine, LA., Chung, HS., Sullivan, JE., Issenberg, SB. (2013). Simulation in healthcare education: a best evidence practical guide. AMEE Guide No. 82. *Medical Teacher*. 35(10), pp.e1511-e1530. [Online]. Available at: 10.3109/0142159X.2013.818632 [Accessed 20 October 2023].
2. Koukourikos, K., Tsaloglidou, A., Kourkouta, L., Papathanasiou, IV., Iliadis, C., Fratzana, A., Panagiotou, A. (2021). Simulation in Clinical Nursing Education. *Acta Informatica Medica*. 29(1), pp.15-20. [Online]. Available at: <https://doi.org/10.5455%2Faim.2021.29.15-20> [Accessed 20 October 2023]
3. Oermann, M., Shellenbarger, T., Gaberson, K. (2022). *Clinical Teaching Strategies in Nursing*. 6th ed. Incorporated: Springer Publishing. pp.167-187.

### Presenter Biographies

#### Jessica Purcell

Jessica Purcell is a Clinical Practice Facilitator working within the Acute Children and Young People's Services at University College London Hospital.

With a background in children and young people's emergency nursing, Jessica worked regularly with acutely and critically unwell patients and their families.

During her career, Jessica noticed the benefits medical practitioners were gaining from simulation in their post-graduate education and felt strongly that nurses were underutilised within these medically-facilitated simulations.

On a mission to ensure nurses were empowered, utilised and respected as autonomous professionals, Jessica wanted to gain the skills to offer simulation to nurses as an effective educational tool.

After attending specific simulation, de-brief and generic instructor courses, Jessica was able to implement this within her current job role.

Jessica's passion for the empowerment and upskilling of the nursing workforce continues and is grateful for all the ongoing help and support she has received along the way.

## Poster 4 | Nursing Associates in Higher Education

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 102

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*Mrs. Aleeza Khan (University of Bolton), Prof. Russell Gurbutt (University of Bolton)*

### **Aim of paper**

The aim of the paper is to highlight and recognise the different routes Nursing Associates can enter.

### **Abstract**

The Nursing Associate (NA) role has evolved since it was first introduced in 2017, with over 9000 NAs on the NMC register. NAs have since progressed their career to becoming an RN through a short top up programme. The NA role is a role within its own right however, some NAs have taken a different direction and now entered academia, With their lived experiences of being an NA, this added richness supports and develops the learner journey. It also provides a further avenue for NAs to develop.

Nursing Associates in academia can progress as associate lecturers and through further education can become lecturers and senior lecturers widening participation.

### **Learning Outcomes**

1. Identify different avenues for NAs careers
2. Raise awareness of NAs as educators
3. Share experiences of NAs in education

### **Recommended Reading Titles**

Glasper, A. (2017). The regulation of the Nursing Associate profession: an overview. *British journal of healthcare assistants*. 12 (1) pp 38-40.

Willis P. (2015) *Raising the bar: the shape of caring: a review of the future education and training of registered nurses and care assistants*. Health Education England, London.

NHS Confederation (2020) *What are the current routes available to train a nursing associate?*. [Online]. Available at: <https://www.nhsconfed.org/sitecore/content/nhs-employers/home/nursingassociates/establishing-your-nursing-associate-training-programme/what-are-the-current-routes-available-to-train-a-nursing-associate>.

Date accessed: 12th October 2023

### **Presenter Biographies**

#### **Aleeza Khan**

I have worked at The University of Bolton since 2019 as an Assistant Professor and Programme Lead for the FDsc HE Trainee Nursing Associate Programme. I am a Registered Nurse by background and still practice in my local NHS Trust. I am a Doctoral student exploring Trainee Nursing Associates and Nursing Associates professional identity. My areas of interest are: Nursing Research, Learner engagement, Learner/Staff well-being.

#### **Russell Gurbutt**

Russell Gurbutt is a Professor of Nursing at the University of Bolton and Director of Studies for 26 students undertaking professional doctorate education. His research interests and publications are in clinical decision making, leadership and management. He has extensive management and leadership experience across military, NHS, charity and Higher education sectors.

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## Poster 5 | The Emergence of the Peripatetic Educator in Primary Care

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 73

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*Mrs. Gemma Hodge (Coventry University Scarborough), Dr. Debbie Cross (Coventry University Scarborough)*

### **Aim of paper**

To demonstrate the potential benefits to Primary Care education through the introduction of Peripatetic Educators.

### **Abstract**

#### **Background**

Peripatetic nursing roles have evolved due to need of flexibility to manage a workforce which aligns with an organisational change that involves a people strategy. The emergence of the Peripatetic Educator (PE) role in primary care has appeared through funding from NHS England to address the gap of practice assessors, particularly in primary care in accordance with The Ten Point Plan for General Nurse Practitioners (2021) has been applied at scale across the Humber and Yorkshire regions (LEAP 2022). Long standing evidence has justified that student nurses can develop their knowledge and skills utilising the long arm support mechanism to enable quality supervision and assessment within clinical environments (Karban 1999).

#### **Methods**

A single case study was used to investigate the quality and value of introducing a peripatetic educator to support and engage in long arm supervision with a 3<sup>rd</sup> year Student Nurse, their supervisors and assessor in a primary care network (PCNs).

#### **Results**

The introduction of the peripatetic educator in general practice has had a positive impact in addressing general practice placements, specifically to enhance skill acquisition through nurse led clinics addressing key Quality and Outcomes Frameworks (QOF's); broaden placement capacity and complete proficiency assessments in a timely and successful way, by applying the long arm supervision process (Hodge et al 2023).

#### **Implications**

Peripatetic Educators can cement the required consistency and proficiency in clinical placement learning and assessments by bridging gaps between primary care networks and universities; maximise the student tariff and provide high quality clinical placements within general practice (Knight et al 2021).

#### **Learning Outcomes**

Increased awareness of the Peripatetic Educator role.

Knowledge of the potential benefits in General Practice setting for both students and Practices.

#### **Recommended Reading Titles**

Hodge G., Cross D., Barwick C. (2023) Implementing 3<sup>rd</sup> year Learning Disability student nurse led clinics and evaluating self-efficacy and confidence within primary care settings. An explorative phenomenology study. *Practice Nurse* (Manuscript Accepted 15/09/2023)

Karban K (1999) Long-arm practice teaching for the diploma in social work: the views of students and practice teachers. *Social Work Education: The International Journal* 18(1): 59–70. doi: 10.1080/02615479911220061

Knight, KH., Leigh, J., Whaley, V., Rabie, G., Matthews, M., and Doyle, K. (2021) The supervisor conundrum. *Br J Nurs.* 30:(20) <https://doi.org/10.12968/bjon.2021.30.20.1156>

### **Presenter Biographies**

#### **Gemma Hodge**

Gemma is a Registered Nurse and Peripatetic Educator at Coventry University Scarborough. She is an associate fellow of Advanced HE and a qualified Advanced Nurse Practitioner and has a Master's Degree in Advanced Clinical Practice from Leeds Beckett University. Her interests include Student education, palliative care and Supervision in clinical practice.

#### **Debbie Cross**

Debbie is a Peripatetic Educator and leads on the Research and Development strategies for Nursing at Coventry University Scarborough Campus. She has been a Senior Lecturer and Deputy Director for Post Graduate studies within Nursing and worked with many universities in Research and Development roles, mainly focussed on cardio genetics, workforce development, Advanced Practitioner roles and most recently clinical supervision. She completed her PhD in 2004 at the University of Nottingham for this she was made a Florence Nightingale Scholar. She did take time out to qualify as an accredited and registered Psychotherapist as she became increasingly aware of the challenges student nurses faced around their well being and preserving their mental health whilst training. She has worked for the charities MIND and Cruse as a psychotherapist and is currently engaged in embedding core supervision into nursing education and primary care settings.

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## Poster 6 | How to achieve staff competence and confidence when caring for invasively ventilated children and young people in the hospice setting

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 223

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*Ms. Hannah Lines (Chestnut Tree House Children's Hospice)*

### **Aim of paper**

Aim of paper is to demonstrate how innovative and transformational education can be provided in the hospice setting to care for children and young people with a high level of complexity. Recognizing that our caseload is changing and we need to be able to meet their needs with highly competent and confident care staff.

### **Abstract**

#### **Background:**

The landscape of Paediatric palliative care has changed, children and young people (C/YP) are surviving with a high level of clinical complexity. This has challenged the skills of the nurse-led workforce. An innovative transformational programme was required to ensure the service could meet the needs of the C/YP and develop skilled reflective practitioners who can deliver high quality and safe care.

At this time there were only limited numbers of staff competent to care for invasively ventilated C/YP. The families of these C/YP did not always have confidence in the care the hospice could provide.

#### **Education:**

It was recognized that the team had a very wide skill set. To ensure all staff would be competent to provide care the ventilation nurse specialist (VNS) developed, lead on a programme of education with the aim of having 100% competence in the RN team.

Various methods were used for teaching. Providing the team with data and research demonstrating the increasing numbers of C/YP with ventilation needs who also need paediatric palliative care support.

#### **Review:**

Once competency was achieved it became clear that being competent did not mean confident. In response to this staff were rostered to work with the VNS to gain confidence in their skills before being able to lead on care themselves.

2023 – New route to achieve competency developed. Once staff have achieved their competency, they must be observed leading care by the VNS to demonstrate and provide assurance that they are competent, confident.

#### **Conclusion**

The developing complex needs of our C/YP means we must have an evolving response to the education we provide staff caring for these C/YP. Our future education plans for our ventilated caseload include developing skills of our care support workers into senior roles, having nurse associates able to lead on the care they require.

### **Learning Outcomes**

- How education must be flexible to the workforce.
- How critical care skills can be taught outside of critical care
- How valuable 1:1 educational support is in building confidence

### **Recommended Reading Titles**

Together for short lives tool kit [www.togetherforshortlives.org.uk](http://www.togetherforshortlives.org.uk)

Paediatric long term ventilation [www.england.nhs.uk](http://www.england.nhs.uk)

### **Presenter Biographies**

#### **Hannah Lines**

I am a paediatric nurse with 23 years of experience in critical care for children and young people. I move from the nhs to my current role at the beginning 2020 and we support approx 60 children and young people who use ventilation, I am responsible for the training of the care team to provide a high standard of clinical care and have the correct skills and confidence. We aim to add fun and memories to shortened lives

I was recently awarded nurse of the year for providing this kind of care to a young person throughout his life enabling him to have a variety of experiences and fun.

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## Poster 7 | Revitalising Preceptorship; a road map to success with strategic approaches for excellence

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 148

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*Mrs. Mehar Shiju (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital),  
Ms. Manju Varghese Virippil (James Paget University Hospital)*

### Aim of paper

The aim is to provide an overview of the strategic measures taken to elevate the effectiveness of preceptorship programme within the organisation.

### Abstract

**Background:** Preceptorship programme plays a pivotal role in nurturing the development and competence of novice nurses. Following a comprehensive evaluation of preceptorship initiatives in an acute Trust, it was apparent that certain enhancements were necessary to ensure the optimal integration of these professionals into the healthcare workforce.

**Strategic approach:** Three main recommendations were identified and subsequently implemented. The first recommendation focused on the establishment of “Preceptee Forums.” These forums serve as a platform for preceptees to come together, share their experiences, and seek guidance from their peers and educators. The forums encourage a sense of community and provide a space for preceptees to voice their concerns, seek solutions, and celebrate their achievements. The second recommendation revolved around “Preceptor Training.” Recognising the critical role preceptors play in shaping the clinical competence and professional development of preceptees, a structured and comprehensive training program was introduced. This training equips preceptors with the necessary skills to effectively mentor preceptees, fostering a positive learning environment. Lastly, the implementation of “Preceptorship Champions” emerged as a strategic measure to provide ongoing support and leadership for preceptorship programmes. Their role is to ensure the sustainability and continuous improvement of preceptorship initiatives by sharing best practices and driving program enhancements.

**Conclusion:** By taking these recommendations forward, our organisation has been able to fortify the foundation of preceptorship programs, resulting in a more seamless transition for newly qualified healthcare professionals into the healthcare workforce. However, there are still challenges such as finding cost neutral solutions for offering protected time for preceptees and preceptors. It is anticipated that these enhancements will continue to contribute to an environment where novice healthcare professionals can thrive and fulfil their potential, ultimately benefiting both our staff and the patients we serve.

### Learning Outcomes

The delegates will

- Understand how critical assessments and evaluations drive improvements.
- Gain insight into the steps taken to enhance preceptorship programme.
- Understand the barriers involved in the delivery of successful preceptorship programme and strategies to overcome the challenges.

### Recommended Reading Titles

1. NHS England » National preceptorship framework for nursing
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2. Principles of preceptorship - The Nursing and Midwifery Council (nmc.org.uk)

**Presenter Biographies**

**Helen Hall**

Helen Hall is the senior AHP for NMAHP research at James Paget University Hospitals NHS Foundation Trust. Helen is currently leading the nursing midwifery and allied health professions research and evaluation service at the James Paget University Hospitals NHS Foundation Trust. This involves building innovation capacity, capability and confidence within the JPUH workforce and increasingly across the Norfolk and Waveney Integrated Care system. Helen is a HCPC registered paramedic by profession and is about to complete a Master's Degree in clinical research at the University of East Anglia. Helen is secretary to the council of allied health professions research (CAHPR) East Anglia Hub and a member of the Cambridge East HRA Research Ethics committee.

**Manju Varghese Virippil**

Manju is a Practice Development Nurse for post registration and return to practice nurses at the James Paget University Hospitals NHS Foundation Trust . She is a registered adult nurse with a background of critical care, cardiology and clinical education. Having trained in India in 2011, she completed her Masters in Critical Care Nursing later on. Currently, in her role she plays a key role in leading preceptorship and other post-registration activities.



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## Poster 8 | Navigating the newly qualified nurse's critical care transition; a systematic qualitative synthesis

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Tuesday, 23rd April - 12:45: Poster Tour A | Nursing Workforce - Poster - Abstract ID: 204

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*Ms. Manju Varghese Virippil (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital), Mrs. Mehar Shiju (James Paget University Hospital)*

### **Aim of paper**

This review aims to comprehensively synthesise qualitative research on the views and experiences of newly qualified nurses on the support received during the first year of transition in critical care settings.

### **Abstract**

#### **Introduction:**

A vast variety of research is available to explore the effectiveness of preceptorship period for a newly qualified nurse. The first year of practice for any newly qualified is stressful and this is more when they start in a critical care environment. In spite of many strategies to support them, many new nurses go into stress and burnout and gradually leave the profession within the first few years of qualifying. This poses huge crisis within the NHS in terms of already present persistent staff shortages.

#### **Method:**

Literature was searched across relevant databases along with Pubmed, Research gate, filtered literature, reference lists and key author searches. The results of records retrieved were filtered using inclusion and exclusion criteria and there were nine papers relating to the search question. The quality of the papers were assessed using the CRAAPT test and synthesised.

#### **Findings:**

The common themes that emerged after the thematic analysis were preceptorship, competence, intensive care unit readiness, team and socialisation. The first two years in a critical care setting are crucial for a newly qualified nurse. Every aspect of support provided to them will boost their confidence and ease their transition from novice to competent. Currently they tend not to receive the right type of support due to various inconsistencies during their transition. Robust educational programs will boost their confidence to become an expert in the field.

#### **Conclusion:**

Although the views and experiences are better when supported by a well-structured competency based program, the current evidence base is not adequate enough to draw conclusions on the right type of educational program required. Further research is needed in this area to draw evidence on supporting their transition in a critical care setting.

### **Learning Outcomes**

The delegates will

- gain an insight into the challenges faced by newly qualified nurses in critical care setting
- understand the rational behind stress and burnout in critical care nurses within the first few years post qualification
- understand recommended strategies to improve the experiences of newly qualified nurses in critical care setting

### **Recommended Reading Titles**

1. NHS England » National preceptorship framework for nursing
2. Principles of preceptorship-The Nursing and Midwifery Council

### **Presenter Biographies**

#### **Manju Varghese Virippil**

Manju is a Practice Development Nurse for post registration and return to practice nurses at the James Paget University Hospitals NHS Foundation Trust . She is a registered adult nurse with a background of critical care, cardiology and clinical education. Having trained in India in 2011, she completed her Masters in Critical Care Nursing later on. Currently, in her role she plays a key role in leading preceptorship and other post-registration activities.

**Poster Tour B | Quality  
improvement and  
innovation**

## Poster 9 | Development of a Regional Education Strategy to Support the Development of the Critical Care Nursing Workforce

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 53

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*Ms. Rebecca Sumnall (East Midlands Critical Care Network)*

### **Aim of paper**

Continuing professional development and lifelong learning is essential for the critical care nursing workforce. In order to best support this, the East Midlands Critical Care Network has developed a strategy to support critical care units to create environments that support the development of the critical care nursing workforce. Developing this strategy will support quality improvement for critical care nurse education in the East Midlands and it is important that this is shared more widely to support high quality education elsewhere.

### **Abstract**

All nurses working in Critical Care units across the East Midlands Critical Care Network (EMCCN) must be supported to provide individualised patient care to critically unwell patients. This requires robust mechanisms to provide development opportunities for the nursing workforce. In order to support this EMCCN have developed an education strategy to provide some regional guidance on how documents and guidelines produced by the Faculty of Intensive Care Medicine (2022), Nursing and Midwifery Council (2020), NHS England (2022) and the Critical Care National Network Nurse Leads (2015, 2021, 2022) can be incorporated into local critical care nursing education plans.

The strategy produced details recommended standards, gold standards and future ambitions in relation to all groups of nursing staff working in critical care. Included in the strategy is an audit tool that will provide organisations with the opportunity to establish baseline compliance with the standards providing evidence to support the development of action plans to devise strategies to meet the required standard in the most appropriate way for that organisation. The EMCCN Lead Clinical Educator will support the development of these action plans if required.

The creation of this strategic document is to support critical care practice educators to ensure that the education provided to the nursing workforce is of high quality and underpinned by national guidance. Strategic planning within nurse education can provide critical analysis of developments in order to meet the ever-changing needs of healthcare provision. Completion of the audit tool will provide the Network leadership with insight into the current state of nurse education and inform the creation of developmental opportunities with the member organisations.

Responses to the baseline audit are being collected and analysed and will be included on the poster if this abstract is accepted.

### **Learning Outcomes**

Delegates will be informed to the contents of the EMCCN Education Strategy

Delegates will be aware of audit data elicited related to the strategy and actions arising from this.

Delegates will gain an appreciation of developing and implementing an education strategy.

### **Recommended Reading Titles**

Credland, N., Stayt, L. Plowright, C. & Waters, D. (2021) Essential Critical Care Skills 1: What is Critical Care Nursing? Nursing Times, vol. 117, no. 11, pp. 395-416.

Lal, M. M. (2020) Why you need a nursing strategic plan. Journal of Nursing Administration, vol. 50, no. 4, pp. 183-184.

Nasrabadi, A.N., Mohammadi, N., Rooddehghan, Z., Shabani, E. A., Bakhshi, F. & Ghorbani, A. (2021) The stakeholders' perceptions of the requirements of implementing innovative educational approaches in nursing: a qualitative content analysis study. *BMC Nurs* 20, 131.

### **Presenter Biographies**

#### **Rebecca Sumnall**

Rebecca is an Education and Practice Development Sister working in Critical Care at University Hospitals of Leicester who is undertaking a Secondment as Lead Clinical Educator for the East Midlands Critical Care Network. Additionally, she is a National Board Member of the British Association of Critical Care Nurses.

Rebecca is passionate about Critical Care Nurse education and development.

## Poster 10 | Quality Improvement and its application to current practice from the perspective of Year 3 nursing students

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 21

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*Ms. Marion Hinds (Middlesex University London), Ms. Tina Moore (Middlesex University London)*

### **Aim of paper**

To evaluate student understanding of the Quality Improvement process and its relevance to their nursing practice.

### **Abstract**

The Quality Improvement module was introduced to inform Year 3 Adult student nurses about the concept of quality and quality methodologies so as to prepare them for practice as registered nurses. The NMC Future Nurse: Standards of Proficiency for Registered Nurses (2018) Platform 6: 6.4 cites the use of “quality improvement strategies” and this will require nurses who are innovative and mindful of the need for continuous improvement in the delivery of patient care. The updated Definition of Nursing (RCN, 2023) calls upon “registered nurses to use evidence-based knowledge, professional and clinical judgement to assess, plan, implement and evaluate high-quality person-centred nursing care”.

The Quality Improvement agenda in healthcare is one that is closely linked to the ongoing professional development and lifelong learning of nursing staff, particularly in light of the new Professional Nurse Advocate role (NHS England, 2021).

To that end it is imperative that pre-registration students are equipped with the knowledge and skills to understand the role of quality improvement and its relevance to their everyday clinical practice. Additionally, that they are enabled to become fully engaged with the process in order to improve patient outcomes and form part of a workforce that positively contributes to the quality process.

A key aim of the module is to enable the student to critically engage with the coordination and management of care delivery with emphasis upon quality, the effectiveness of care and care outcomes. It is anticipated that by examining student insights of the module they will be encouraged to critically consider examples of quality initiatives in practice. This is formalised by the summative assessment which requires the student to identify a quality initiative proposal of their choice.

This evaluation study is in two parts with questionnaire completion halfway and at the end of the twelve-week module.

### **Learning Outcomes**

1. For delegates to understand the rationale for the module.
2. Critically evaluate the relevance of this module to the student's role as a qualified practitioner.
3. Consider the contribution of this module to the quality of care provision.

### **Recommended Reading Titles**

Janes, G. and Delves-Yates, C. (eds.) (2023) *Quality Improvement in Nursing*. London: Sage Publishing Company.  
The Health Foundation (2021) *Quality Improvement Made Simple: What everyone should know about health-care quality improvement* <https://www.health.org.uk/sites/default/files/QualityImprovementMadeSimple.pdf#> (accessed 1st September 2023).

Swanwick, T. and Vaux, E. (2020) *ABC of Quality Improvement in Healthcare*. London: Wiley Blackwell.

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## **Presenter Biographies**

### **Marion Hinds**

Marion Hinds is a Senior Lecturer in Adult Nursing at Middlesex University, London. She has an MA in Policy, Organisation and Change in professional care and is a registered teacher with the NMC. Academic experience includes lecturing and module development on pre and post registration programmes. She has a particular interest in the effectiveness of assessment strategies, the theory and practice of the nursing process and care planning. Marion has also presented at national and international conferences.

## Poster 11 | Quality Monitoring Survey for Apprenticeship and Pre-Registration educational provision.

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 24

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*Mr. Daniel Harris (Cambridge University Hospitals)*

### Aim of paper

- To outline the development and use of a rolling quality monitoring survey for apprenticeship and pre-registration educational provision at a large tertiary teaching hospital.
- To examine and explore the development of the tool and how it has been utilised.
- To outline the key themes that emerged after first data collection and actions that have been taken since.
- To discuss the impact the quality monitoring survey has had with open dialogue with our practice partners.

### Abstract

**Introduction:** In one year the trust has supported over half a million hours of pre-registration placements (not including apprenticeships). To date we currently support 405 clinical apprenticeships. Informal feedback has been received regarding the quality of the placements and learning being offered at CUH. As a practice partner, we must ensure the quality of the practice-based learning offered (HCPC, 2017; NMC, 2018). Learning must be safe, supportive and be supported by registered professionals who are trained to support learners (HCPC, 2017; NMC, 2018). We must ensure monitoring of risks to quality in education and training is undertaken.

In order to examine a wide variety of responses, questionnaires were devised to examine a variety of aspects of learning for pre-registration students and apprentices. These surveys were developed concurrently to gather the same data.

**Methodology:** An email inviting pre-registration and apprentices was sent to their University and/or nhs.net email address requesting their participation with the questionnaire. An incentive was offered for completion. Implied consent was deemed implicit by the completion of the questionnaire. A privacy notice was also given regarding how their data would be used, stored and shared.

The questionnaire was sent to 794 direct entry learners who attended placement between November 2022 - February 2023. The apprenticeship questionnaire was sent to 327 active apprentices. A reminder email was sent one week later and clinical educators were asked to remind when on clinical visits.

**Results:** 122 (15%) Pre-Registration learners responded 58 (18%) Apprentices responded to the questionnaire. The key themes that arose were: Health and wellbeing, communication, support, placement feedback, learning environment, positives and negatives. 29 individual actions were developed.

**Conclusion:** The development and use of a quality monitoring survey has led to the trust understanding the educational quality of placements and allowed for meaningful change to be targeted.

### Learning Outcomes

- To understand the development of a quality monitoring survey.
- To outline the actions taken since the launch of the quality monitoring survey and the impact this has had.



- To demonstrate the need for robust quality monitoring in pre-registration and apprenticeship education to drive quality improvement.
- To identify any commonalities for shared learning and improvements within practice learning environments.

### **Recommended Reading Titles**

Health and Care professions Council (HCPC) (2017) Standards of education and training. Available online: <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/> [Accessed 9th March 2023].

Nursing and Midwifery Council (NMC) (2018) Part 1: Standards framework for nursing and midwifery education. Available online: <https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-framework-for-nursing-and-midwifery-education/education-framework.pdf> [accessed 9th March 2023].

### **Presenter Biographies**

#### **Daniel Harris**

Dan is currently seconded as the Lead nurse for clinical apprentices. He has worked as a Practice Development Charge nurse for over 4 years within critical care. Having obtained his PgCert in Medical and healthcare education in 2022 and undertaking a bridging scholarship has a keen interest in researching education in critical care. Having extensive experience working clinically across a tertiary centre and leading on many educational projects across the trust.

## Poster 12 | Enhancing Education Engagement Among Critical Care Nursing Staff through Social Media: An Innovative Initiative.

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 26

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*Ms. Sally Fairbrass (Nottingham University Hospitals NHS Trust), Ms. Kimberley Gill (Nottingham University Hospitals NHS Trust)*

### **Aim of paper**

The Aims of this initiative is to cultivate a culture of continuous learning and professional growth among nurses and foster a sense of community and collaboration through social media platforms, enhancing nursing staff engagement in educational activities. We aim to do this through providing easily accessible, engaging, and up-to-date educational content that empowers nurses to apply newfound knowledge to improve patient care. We intend to evaluate the impact of social media-based education on attitudes, engagement, and changes clinical practice which will ultimately, enhance the quality of care provided by nurses and positively impact patient outcomes.

### **Abstract**

This abstract presents an initiative aimed at improving engagement in education through the use of social media platforms and online learning resources. Recognising the dynamic nature of healthcare and the need for nurses to stay updated with the latest advancements and best practices, using the power of social media to create an accessible learning community within Critical Care nursing staff.

The initiative began by leveraging existing social media platforms, a private Instagram group and Microsoft OneDrive to serve as virtual spaces where nurses can freely share knowledge, experiences, and valuable resources with their peers as well as access content in a range of formats that appeal to different learning styles. This virtual learning is reinforced in practice with 'Tea Time Teaching' which summarises the social media content and delivers it directly to staff during in practice through activities at the bedside that facilitate open discussion and promote practical skills.

The initiative includes the development of tailored educational content with a monthly theme in various formats, such as short video tutorials, 'cheat sheets', presentations and quizzes, specifically designed to address the unique challenges, incidents and changes in guidance within the Critical Care setting. By disseminating this content through social media and the OneDrive it's ensured that a large number of nursing staff across different shifts and schedules are reached. Additionally games, quizzes and challenges, are incorporated to make learning engaging and memorable.

Impact is measured through engagement levels, incident reporting and qualitative feedback from staff. Early responses indicate an increase in participation, improvement of attitudes and reception to education of nursing staff. This initiative represents a promising approach to enhance the professional development of Critical Care nursing staff, ultimately contributing to improved patient care and outcomes as well as staff development and satisfaction in this demanding healthcare environment.

### **Learning Outcomes**

- Foster active participation in online learning communities to facilitate improving knowledge and skills in practice
  - Identify and access high-quality digital educational resources and social media platforms relevant to critical care nursing.
  - Cultivate a proactive attitude towards continuous learning and self-improvement.
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- Evaluate the impact of social media-based education on individual professional development and its potential to enhance patient care in critical care settings.

### **Recommended Reading Titles**

1. Social Media participatory CPD for nursing revalidation, professional development and beyond. - Calvin Moorley, Theresa China - BJN.
2. Attitudes to Social media use as a platform for Continuing Professional Development (CPD) within occupational therapy. - Kelly Murray, Kath Ward. - Journal of Further and Higher Education.
3. Rise of the e-nurse: the power of social media in nursing. - Paul Ross, Rachel Cross. - Contemporary Nurse.

### **Presenter Biographies**

#### **Sally Fairbrass**

Sally has a background in general medicine but joined Critical Care 5 years ago and joined NUH in her current role as a Clinical Nurse Educator a year ago. She is passionate about engaging staff in learning and making it fun and exciting so as to bring out the best in them and provide the best care for patients.

#### **Kimberley Gill**

Kim is the current Education Lead within Critical Care and encourages an innovative approach to tackling the challenges faced with training over 500 nursing staff. She has worked within Critical Care for over 5 years and 3 years within the education team.

## Poster 13 | Empowering Children's Student Nurses through a Shared Decision Making Council

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 47

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*Mrs. Megan Bartlett (University Hospitals of Leicester), Ms. Dominique Shearer (University Hospitals of Leicester)*

### **Aim of paper**

To demonstrate the impact of empowering student nurses, through Shared Decision making to enhance their practice placement experiences.

### **Abstract**

A large acute teaching trust is embarking on a journey to achieve the Pathway to Excellence ® designation, demonstrating that they provide a positive practice environment where nurses and midwives can excel.

Leadership is an essential element within healthcare (Kline, 2019).

NHSE (2018) recognised the importance of pre-registration learners developing the skills to become leaders of the future healthcare workforce.

Encouraging the use of their leadership skills, children's student nurses from local universities are invited to participate in the Child Student Shared Decision Making Council. The Council's purpose is for students to identify areas of their practice placement experiences that can be enhanced.

The Council was established in early 2021 and has since gained momentum. There have been a series of projects instigated by the nursing students, these include;

Self-Rostering, Student Welcome Packs, Student Induction and Recruitment Development.

During one of the projects, the Council identified that they would like to have some influence in relation to their off duty pattern. It was highlighted by some members of the Council that they had previously had the opportunity to self-roster in another local placement provider. The Council planned a Self-Rostering Pilot in 5 placement areas that volunteered to participate. The study was conducted over a 6 month period and was evaluated through mixed method evaluations. The students were able to devise a questionnaire and evaluate the data received, to inform the recommendations.

It was determined that self-rostering should be offered as an option for generating rotas for students, but also recognised that this can be time consuming for student links and not always welcomed by students and therefore should not be enforced in all areas.

The Council continues to meet monthly and work on shared ideas for influencing placement experiences for future students.

### **Learning Outcomes**

1. Consider strategies for empowering students to contribute to the enhancement of their practice experience.
2. Recognising the importance of the demonstration and encouragement of leadership qualities for pre-registration student nurses.
3. Understanding the importance of student involvement in leadership projects.

### **Recommended Reading Titles**

NHSE (2018) Maximising Leadership Learning in the Pre-Registration Healthcare Curricula. Available at: [Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula \(2018\).pdf \(hee.nhs.uk\)](#)

Kline, R (2019) Leadership in the NHS. *BMJ Leader* 2019;3:129-132.

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NHSE (2023) Shared Professional Decision-Making: putting collective leadership into practice. Available at: NHS England » Shared Professional Decision-Making: putting collective leadership into practice

### **Presenter Biographies**

#### **Megan Bartlett**

Megan qualified as a Children's Nurse in 2014. She joined the Practice Learning Team within the University Hospitals of Leicester NHS Trust in 2021, as a Clinical Placement Facilitator, supporting student nurses and their Practice Supervisors and Assessors to ensure quality placement experiences.

#### **Dominique Shearer**

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. In 2021 she 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.

## Poster 14 | Educational Quality Monitoring Dashboard

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 23

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*Mr. Daniel Harris (Cambridge University Hospitals), Mr. Hugo Pires-Ferreira (Cambridge University Hospitals), Mr. Gary Parlett (Cambridge University Hospitals)*

### Aim of paper

- To outline and discuss the development of an educational quality monitoring dashboard utilised in a large tertiary hospital.
- To explain the development the educational quality monitoring dashboard.
- To inform delegates of how this could be utilised in their own areas to monitor educational quality.
- To outline what improvements have been made since the implementation of the quality monitoring dashboard.

### Abstract

**Background:** The monitoring of educational quality can be difficult to measure quantitatively. We have quantitative measures within education in a tertiary hospital but limited meaningful quantitative data collected that represents the quality of the education being delivered within the trust.

Few tools assess the quality of the education being delivered at a strategic level. We developed a quality dashboard (QD) which would all the domains of education quality to be quantifiable, reflect the continuum of education and operationalise the perspective of education within the trust to be easily presented to senior members of the wider hospital.

**Method:** The dashboard was based on the HEE's (2021) quality framework, incorporating the six domains. This was used alongside the trust's strategy to ensure outcomes were aligned. Key domains were:

- Overall quality,
- Learning culture,
- Efficacy of teaching and learning,
- Equality Diversity and Inclusion,
- Reporting concerns,
- Freedom to speak up,
- Impact on future practice,
- Trust values,
- Practice Supervisor/Assessor/Educator experience.

Evaluations and feedback were adapted to meet the domains. Questionnaires developed to continuously collect data for the workstreams. These workstreams include:

- Pre-Registration placement experience,
- Apprenticeship placement experience,
- Learner skills sessions,
- Preceptorship,
- Medical devices,

- Post-registration skills,
- Internationally Education Nurses,
- Healthcare support workers,
- Qualified practitioner orientation.

The data allows us to demonstrate trends in quality and affects of any action plans. Yet, we must note the dashboard does not capture the complex qualitative feedback individual domains collect, this is disseminated separately.

**Conclusion:** We hope to present our work on developing a quality dashboard and lessons learnt on developing the quality dashboard, how we collect individual workstream data and what actions and improvements have occurred since the development of the tool which has positively impacted nursing education.

### **Learning Outcomes**

- To understand how a quality dashboard is developed using the HEE Quality framework domains.
- To develop an overview of how data is collected and presented within the quality dashboard.
- To understand how the use of a quality dashboard within your own clinical setting might help communicate the effectiveness and quality of the education delivered.

### **Recommended Reading Titles**

Health Education Education (2021) HEE quality framework from 2021. Available online: <https://nshcs.hee.nhs.uk/publications/health-education-england-hee-quality-framework-from-2021/> [Accessed 21<sup>st</sup> October 2023].

### **Presenter Biographies**

#### **Daniel Harris**

Dan is currently seconded as the Lead nurse for clinical apprentices. He has worked as a Practice Development Charge nurse for over 4 years within critical care. Having obtained his PgCert in Medical and healthcare education in 2022 and undertaking a bridging scholarship has a keen interest in researching education in critical care. Having extensive experience working clinically across a tertiary centre and leading on many educational projects across the trust.

## Poster 15 | The involvement of Service Users' feedback in undergraduate interprofessional simulation.

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 171

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*Mrs. Bridgette Brogden (Oxford Brookes University), Mrs. Amanda Lee (Oxford Brookes University)*

### Aim of paper

It is well established that Service Users and other stakeholders play an important role in pre-registration student assessment (NMC 2018). The aim of this project was to involve service users in the provision of meaningful feedback for pre-registration nursing and medical students following simulation experiences. With the intention of encouraging the students to be proactive in utilising the formative feedback they receive, to guide their practice in clinical placements (NMC 2018).

### Abstract

Undergraduate Nursing Students at Oxford Brookes University participate in simulation learning sessions throughout their programme. These sessions are well evaluated by students who engaged with the debriefing. Simulation allows students to critically reflect on their approaches and receive feedback through debriefing from faculty and peers. (Webster et al 2012).

The use of simulation to provide effective formative assessment in healthcare is well established (Glavin and Gaba 2008). However, specific training in debriefing is a required for faculty, as effective debriefing is recognised to be the most important element of learning in the simulated environment (ASpiH, 2016).

A requirement of all pre-registration nursing programmes is that service users are involved in curriculum planning, design and assessment strategies (NMC 2018). After consultation with the University Service User group (SURAG), a plan was developed to include service users to be included as observers and facilitators of the debriefing following the simulation.

For service users to be effective in giving feedback, it will be necessary to provide debriefing training in line with the Diamond Debriefing Model (Jaye et al, 2015) which is utilised at Oxford Brookes University.

It is well documented that service user feedback is important and widely used in Practice Learning assessments, (Bokken et al 2009, Ward and Benbow 2016). Furthermore, it is proposed that it will be equally as valuable in the simulated learning environment in developing a compassionate approach to care (Kuti and Houghton 2019).

Providing detailed formative feedback is embedded in the theoretical modules at Oxford Brookes University. This innovation will enhance formative feedback within the clinical practice experience modules, in order to support student success in clinical placements.

### Learning Outcomes

- To enhance understanding of the value of formative feedback given by service users involved in simulation.
- To promote simulation as a learning methodology in undergraduate nursing programmes.
- To familiarise delegates with the use of the Diamond Debriefing model in Simulation

### Recommended Reading Titles

Jaye P Thomas, L and Reedy G (2015) 'The Diamond' :a structure for simulation debrief. *The Clinical Teacher* 12(3); 171- 175 accessed 19 Oct 2023 <https://doi.org/10.1111/tct.12300>



The ASPIH ( 2016) Standards framework and guidance , association for simulated practice in healthcare . Standards for Simulation- based education .  
[aspih.org.uk/standards-framework-for-sbe/](http://aspih.org.uk/standards-framework-for-sbe/)

### **Presenter Biographies**

#### **Bridgette Brogden**

Bridgette Brogden trained as an adult nurse in Nottingham , worked clinically in Intensive Care Units across the UK and Australia. Before moving into an education role within the NHS and then more recently into Higher Education Institutions. Bridgette has wide experience in simulation learning within healthcare and completed a post graduate certificate in simulation learning and a Masters degree in Medical Education.

#### **Amanda Lee**

Amanda Lee trained as an Registered General Nurse at the School of Nursing in Oxford and worked clinically in the field of Neuroscience Nursing and Neuroscience Intensive Care She was formerly a Matron for the Neuroscience Directorate at the Oxford University Hospitals Trust before moving to Higher Education Institutions. Amanda has extensive experience in the field of simulation, she has a Masters Degree in Health and Social Care Management and is currently studying for a Post Graduate Certificate in Multidisciplinary Simulation at the University of Birmingham.

## Poster 16 | Menopause and mental health: innovations in practice and practice education in mental health nursing

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Tuesday, 23rd April - 12:45: Poster Tour B | Quality improvement and innovation - Poster - Abstract ID: 292

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*Ms. Patricia Berrill (Leeds and York Partnerships Foundation Trust)*

### **Aim of paper**

Menopause has gained attention in the media, but limited consideration is given to the impact on those with mental illness. The fluctuation and decline of hormones in peri/menopause can have a profound impact, with severe symptoms such as suicidal ideation.

Research is emerging into the psychological effects of the menopause and the negative impact symptoms can have on the progress of serious mental illness. The author is currently undertaking a research project exploring this topic and a paper will be published later this year.

This paper explores innovations in educating both existing and the next generation of mental health nurses.

### **Abstract**

Perimenopause is the time when hormones start fluctuating and declining, and menopause is 1 year after periods have stopped. For most people perimenopause starts naturally between the ages of 45-55 and the average age of menopause in the UK is 51. <sup>1</sup>

Limited attention is paid to the impact of perimenopause in the exacerbation of mental illness and mental health crises. However, statistics demonstrate that suicide rates in females peak during this age group. <sup>2</sup> The fluctuation and decline of hormones in peri/menopause can bring symptoms such as anxiety, low mood, mood swings, panic, intrusive thoughts and suicidal ideation. The impact can be profound.

This presentation explains how we have been tackling this within our service. We have a menopause champion in each team and a bank of resources including a symptom checker<sup>3</sup> for service users. Advice and signposting on peri/menopause is offered to our service users. They consistently feedback that this is supportive and validating. Service users with existing mental health problems are potentially experiencing peri/menopausal symptoms which could be interpreted through a mental health lens and peri/menopause not as a factor.

As well as giving sessions across the Trust on the impact of hormones on mental health, the presenter is involved in a wider research project in collaboration with colleagues from other trusts and universities exploring the link between peri/menopause and mental illness.

A session was given to 3<sup>rd</sup> year MH nursing students on innovation in practice and mental health and menopause. Alongside incorporating this session into the curriculum for MH nursing students, a session will also feature in the Trust's preceptee education programme, supporting our new generation of nurses with the knowledge and expertise to recognise peri/menopausal symptoms. Furthermore, we will expand the remit to include other hormonal issues such as PMDD.

### **Learning Outcomes**

Delegates will be able to:

- Understand how peri/menopause can impact mental health
- Learn about innovations in practice and practice education for mental health and menopause

### **Recommended Reading Titles**

#### **References**

<sup>1</sup> British Menopause Society. 2017. *Management of the Menopause: Sixth Edition*. Derby: BMS

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<sup>2</sup> House of Commons Library. 2022. *Suicide Statistics*. (HC 07749 2022). [Online]. London: The Stationery Office. [Accessed 28 September 2023]. Available from: <https://commonslibrary.parliament.uk/research-briefings/cbp-7749/>

<sup>3</sup> Greene, J. 1976. A factor analytic study of climacteric symptoms. *Journal of Psychosomatic Research*. **20**,425—430.

### **Presenter Biographies**

#### **Patricia Berrill**

Patricia Berrill is a senior nurse working for Leeds & York Partnership Foundation Trust. With many years experience as a crisis practitioner in acute mental health services, she has developed a special interest in menopause and its association with mental health. Patricia completed training with the British Menopause Society and concentrated her efforts on raising awareness of the impact of peri/menopause on those with serious mental illness. Having instigated several practice development initiatives in menopause and mental health she turned her attention to research, Patricia completed an NIHR integrated clinical academic internship with a focus on this topic. After an invitation to deliver a session to mental health nursing students at the University of Leeds she has now focused on, and recently taken up a position as a Clinical Educator for pre-registration nurses.

**Poster Tour C |  
Innovation in nursing  
education programmes**

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## Poster 17 | Effectiveness of Simulation-based Learning on Knowledge and Skill Acquisition and Retention among Nursing Students in Riyadh, Saudi Arabia: A Quasi-experimental Study

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 2

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*Mr. Ali Alharbi (University of Glasgow)*

### Aim of paper

This study aimed to identify the effectiveness of SBL for knowledge and skill acquisition and retention among nursing students in Riyadh, Saudi Arabia. Furthermore, the study investigated whether the simulation teaching strategy improved student satisfaction and confidence.

### Abstract

**Background:** Simulation-based learning (SBL) has become an increasingly popular teaching strategy in nursing education. However, few studies have investigated the effectiveness of SBL in Saudi Arabia. Few studies have suggested that student satisfaction helps to build self-confidence, which in turn may help students to develop skills and acquire knowledge.

**Methods:** A quasi-experimental repetitive test design with a follow-up test at six weeks after the intervention was used in this study. A total of 100 students in the internship year were screened for eligibility and included in the study. The study used descriptive statistics and paired t-tests, ANOVA, to analyse the data.

**Results:** The results indicated that SBL significantly improved nursing student knowledge and skills, as measured by the pre- and post-tests and the pre- and follow-up tests, regardless of individual characteristics such as age, gender, level of English, duration of internship, GPA, and previous simulation experience. Furthermore, the study found that students had a high level of satisfaction with the simulation experience, as indicated by a mean satisfaction score of 4.59 out of 5 (SD=.523). Most students also reported increased self-confidence in their skills, as measured by a mean score of 4.25 out of 5 (SD=.542) on the self-confidence subscale consisting of eight items.

**Conclusion:** The findings of this study suggest that SBL is an effective teaching strategy for nursing students, with the potential to improve both knowledge and skill acquisition, as well as student satisfaction and confidence. These results have important implications for nursing education in Saudi Arabia and provide valuable insights for nursing educators and policymakers on the benefits of SBL for enhancing student learning outcomes.

### Learning Outcomes

1. Identify the potential benefits of simulation-based learning (SBL) in nursing education.
2. Understand the impact of SBL on nursing students' knowledge and skill retention.
3. Explore the applicability of SBL in diverse nursing education settings.

### Recommended Reading Titles

Jeffries, P.R., 2008. Getting in STEP with simulations: Simulations take educator preparation. *Nursing Education Perspectives*, 29(2), pp.70-73.

Levine, A.I., DeMaria Jr, S., Schwartz, A.D. and Sim, A.J. eds., 2013. *The comprehensive textbook of healthcare simulation*. Springer Science & Business Media.

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Jeffries, P., 2022. *Clinical simulations in nursing education: Advanced concepts, trends, and opportunities*. Lip-pincott Williams & Wilkins.

### **Presenter Biographies**

#### **Ali Alharbi**

Ali is an experienced nurse with a BSc and MSc in Nursing and is currently working towards a PhD at the University of Glasgow. Ali's seven-year hands-on experience in A&E and ICU settings laid the foundation for a successful transition to education, first as a clinical instructor for five years and later as a lecturer at King Saud University. Ali has a keen interest in the use of simulation in nursing education. His aim is to enhance the learning experience and ultimately elevate patient care standards. This focus forms the cornerstone of his ongoing research and teaching methods.

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## Poster 18 | The use of reading groups to develop critical reading and oracy skills for pre registration nursing students

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 67

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*Dr. Andrea Cockett (Kingston University)*

### **Aim of paper**

The aim of this submission is to discuss a project that foregrounded critical reading as an academic literacy skill for pre registration nursing students. Students need to be able to communicate their ideas in order to be successful in higher education and this is most often through written/text-based communication. Reading and writing are both integral to the development of this academic domain for students but often the focus in student support is on writing. The project being discussed focused on reading and oracy for first year students as a means of enhancing writing.

### **Abstract**

The ability of students to communicate their ideas is a fundamental element of success in higher education and students demonstrate this most often through written/text-based communication. Reading and writing are both integral to the development of this academic domain for students providing them with opportunities to develop and demonstrate their disciplinary knowledge. It also provides students with an understanding of how ideas and concepts are represented within their discipline so allowing them the opportunity to develop their own disciplinary identity. A shift in focus to support activities that forefront reading and writing as being interrelated and complementary skills can help students to develop both their academic literacy and their disciplinary identity (St Clair-Thompson et al 2018).

This project used reading groups to support the development of students' academic literacy through a targeted intervention that scaffolded their learning in this domain with reading identified and supported as a primary skill.

The aim of the reading groups was to:

- Develop students critical reading capabilities.
- Expose students to different forms of academic writing.
- Develop students' oracy skills.

Reading groups were implemented into two modules in year one of two pre-registration nursing courses. The groups were facilitated by staff as part of the seminar activity for the modules using reading materials that were linked to the module content. The seminar activities provided students with the opportunity to develop their critical reading skills in a small group facilitated environment.

Staff and student evaluation of the groups by survey and focus groups indicated that they were:

Enjoyable, interactive, engaging and supported critical reading and academic writing. Students enjoyed learning with and from their peers. It was noted however that the success of the reading group activities was predicated on the preparation and skills of the facilitator and this was not always consistent.

### **Learning Outcomes**

- To develop an understanding of the place that critical reading and oracy have in the development of academic literacy for nursing students
  - To explore and discuss how this reading groups intervention supported the development of these skills
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- To discuss how this intervention could be used in other settings and further developed

### **Recommended Reading Titles**

Baker, S. Bangeni, B. Burke, R. Hunma, A. (2019) The invisibility of academic reading as a social practice and its implications for equity in higher education: a scoping study. *Higher Education Research and Development* 38(1) 142-156

St Clair-Thompson, H. Graham, A. Marsham, S. (2018) Exploring the Reading Practices of Undergraduate Students. *Education Inquiry*. 9(3) 284-298

West, J. (2018) Raising the Quality of Discussion by Scaffolding Students' Reading. *International Journal of Teaching and Learning in Higher Education* 30(1) 146-160

### **Presenter Biographies**

#### **Andrea Cockett**

Dr Andrea Cockett has extensive experience of higher education research with a focus on assessment and feedback. The application of this research to nursing students is a key focus of her work and she aims to enhance student experience and success based on the interventions that she leads. She is currently working on:

The implementation of an anti racist curriculum in her current university

The use of virtual reality to develop students digital capabilities with a focus on virtual wards

The development of academic literacy through a range of interventions for pre registration nursing students



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## Poster 19 | The effectiveness of simulation-based learning on nursing students' knowledge and skills: A systematic review

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 79

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*Mr. Ali Alharbi (University of Glasgow)*

### **Aim of paper**

To evaluate the impact of simulation-based learning (SBL) on nursing students' knowledge and skills acquisition and retention of cardiopulmonary and critical care

### **Abstract**

**Background:** Simulation-Based Learning (SBL) serves as a quintessential pedagogical approach in nursing, encompassing varying levels of fidelity. SBL provides a practical setting for skill development, ensuring patient safety.

**Objective:** The aim of this systematic review was to evaluate the impact of simulation-based learning (SBL) on nursing students' knowledge and skills acquisition and retention.

**Method:** A comprehensive search of electronic databases, including CINAHL, PubMed, Embase, Scopus, and Eric, was conducted from 2017 to 2023 to identify relevant studies. The Joanna Briggs critical appraisal tools were used to assess the methodological quality of the included studies. A total of 33 studies met the inclusion criteria and were included in the review.

**Results:** The cumulative sample size of participants across the included studies was 3,670. The majority of the studies focused on the impact of SBL on cardio-pulmonary resuscitation (CPR) or other life support skills. The remaining studies examined the impact of SBL on critical care skills or clinical decision-making skills. The analysis demonstrated consistent and significant improvements in various measures of learning outcomes, including knowledge, skills, and self-confidence. However, the evidence base had several limitations, including the heterogeneity of study designs, risk of bias, and lack of long-term follow-up.

**Conclusion:** This systematic review provides strong evidence supporting the use of SBL as a valuable teaching strategy within nursing education. SBL can significantly improve the acquisition and retention of knowledge and skills among nursing students. However, future research is needed to identify the optimal design, implementation, and evaluation of SBL interventions in nursing education. Overall, this review highlights the importance of ongoing evaluation and refinement of SBL to enhance its effectiveness and impact on student learning outcomes.

### **Learning Outcomes**

- Understanding of SBL in Nursing Education: as a method for enhancing knowledge and skill acquisition and retention among nursing students.
- Critical Assessment of Research Quality: The use of the Joanna Briggs critical appraisal for critically appraised articles.
- Awareness of Current Literature Gaps: This gap guides future research.

### **Recommended Reading Titles**

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- Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T. & Fischer, F. 2020, "Simulation-Based Learning in Higher Education: A Meta-Analysis", *Review of educational research*, vol. 90, no. 4, pp. 499-541.
- Barker, T.H., Stone, J.C., Sears, K., Klugar, M., Leonardi-Bee, J., Tufanaru, C., Aromataris, E. & Munn, Z. 2023, "Revising the JBI quantitative critical appraisal tools to improve their applicability: an overview of methods and the development process", *JBI evidence synthesis*, vol. 21, no. 3, pp. 478.

### **Presenter Biographies**

#### **Ali Alharbi**

Ali is an experienced nurse with a BSc and MSc in Nursing and is currently working towards a PhD at the University of Glasgow. Ali's seven-year hands-on experience in A&E and ICU settings laid the foundation for a successful transition to education, first as a clinical instructor for five years and later as a lecturer at King Saud University. Ali has a keen interest in the use of simulation in nursing education. His aim is to enhance the learning experience and ultimately elevate patient care standards. This focus forms the cornerstone of his ongoing research and teaching methods.

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## Poster 20 | A collaborative approach to curriculum development for preregistration nursing

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 86

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*Mrs. Helen Clarke (University of Derby), Mrs. Louisa Fawcett-Greaves (University of Derby)*

### Aim of paper

To showcase the opportunities and challenges in designing preregistration nursing curricula to meet NMC standards for preregistration nursing education.

### Abstract

Nursing programmes have had a long and successful history at the University of Derby since 1994. The Covid-19 pandemic rapidly changed pedagogic and healthcare practice, exacerbating long-standing workforce shortages (Willis, 2015). There is a need to develop a workforce that is fit to deliver increasingly complex care working across a range of settings, and to grow future healthcare leaders. Therefore, we redeveloped our offer for preregistration nursing to expand routes to registration, better support student progression, incorporate advances in pedagogic practice, and match contemporary healthcare practice.

We took a collaborative approach to this development, working with a large range of stakeholders to coproduce the curriculum. This includes experts by experience, students, employers and academic staff. There is widespread recognition that service users and carers are experts by experience, with an in-depth knowledge of health services and of living with health problems (The Kings Fund, 2021). Working with stakeholders, current evidence was used to develop a suite of programmes which not only meet NMC (2018) standards, apprenticeship and the University of Derby requirements but also goes beyond the formal framework of compulsory requirements to incorporate the wider perspectives of nursing within the context of research, innovation, social mobility and sustainable development.

Opportunities and challenges were presented in designing a co-produced curriculum which is innovative, and research informed, however the authors were able to use their experience as Programme Leaders to engage with a wide range of stakeholders and ensure they had the right expertise to successfully manage the project. This poster will demonstrate how an innovative approach was taken in collaborative curriculum development. The objectives of this poster are to:

- Reflect on the process of curriculum development in higher education.
- Evidence the importance of communication and consultation with a range of stakeholders
- Showcase stakeholder engagement to coproduce a curriculum.

### Learning Outcomes

By viewing this poster delegates will be able to:

- Understand the key drivers for preregistration nursing education.
- Explain the role of stakeholders and the importance of collaborative working in curriculum design.
- Identify key skills and knowledge required to lead curriculum development.

### Recommended Reading Titles

NHS England (2023) NHS Long Term Workforce Plan. <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf>. (accessed 15 August 2023)

Nursing and Midwifery Council (2023) *Standards for education and training*. <https://www.nmc.org.uk/standards-for-education-and-training/> (accessed 16 August 2023)

Nursing and Midwifery Council (2018) *Standards for Student Supervision and Assessment*. London: Nursing and Midwifery Council

### **Presenter Biographies**

#### **Helen Clarke**

Helen Clarke is a Programme Lead and Senior Lecturer in the Discipline of Mental Health and Learning Disabilities Nursing at the University of Derby. Helen is a Registered Mental Health Nurse whose professional interests include practice learning, community mental healthcare, quality improvement and leadership. She is passionate about educating our future workforce to provide high-quality care to the people who access mental health services.

#### **Louisa Fawcett-Greaves**

Louisa Fawcett-Greaves is a Programme Lead and Senior Lecturer in the Discipline of Associate and Enhanced Healthcare Practice at the University of Derby. Louisa is a Registered Nurse and Specialist Community Public Health Nurse whose professional interests include widening access to higher education and interprofessional working to support young people and their families to improve health, social and educational outcomes.

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## Poster 21 | Supporting and Educating Staff in Children's Services Caring for Children and Young with Mental Health Concerns within the Acute Hospital Settings.

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 266

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*Mrs. Sadie Sullivan (University Hospitals Sussex), Ms. Emma Hobden (University Hospital Sussex)*

### **Aim of paper**

Within Children's Services in Acute Settings there is an increasing prevalence of Children and Young people presenting and being admitted with Mental Health conditions of significantly varying acuity.

We propose to deliver a pilot program for all staff working in this field, to ensure they have education in the conditions, management and best evidence as well as methods to ensure they are supported and cared for whilst delivering this care.

The proposed method is a 5 day education program and ongoing supervision and support. The curriculum covers a foundation for education in Mental Health care.

### **Abstract**

As a trust we have been experiencing increases in attendances and admissions of Children and Young People (CYP) with Mental Health conditions, especially since the Covid 19 Pandemic.

This area of care requires very specific knowledge, skills and approach. The teams caring for these patients however had very little experience in this field and in their attempts to care for the patients found they felt under prepared.

Staff also experienced anxiety about caring for patients, especially those who were high risk within the acute care setting. Burnout also remains a significant concern for the teams.

How to support staff in these settings has been a key priority of management and practice development.

On completing a literature review and analysing other education available it became evident that to be able to effectively and confidently care for these CYP, staff needed to be supported to complete a curriculum in this area including (but not exclusive to), the theory in relation to common conditions, legal frameworks, the support of families and holistic care in the acute setting.

We therefore felt an education program over 5 days would provide a foundation. This will be delivered by an interprofessional team including CYP MH Nurses, Safeguarding staff, Security and Practice Development teams. Effectiveness will be assessed using confidence scoring, and staff feedback as well as looking at incident reporting and patients and family feedback also.

Key limitations include financing and the significant amount of time required for staff to attend and the ward to be covered to enable this. However the significant risks to all involved is significant and increasing, therefore one approach to help all of these groups is the methodology of education. We plan to use education to improve confidence and standardisation of care, and in turn improve staff wellbeing in the acute care setting.

### **Learning Outcomes**

- Learn practical elements from the development of an education program for all staff covering the essentials in Mental Health care in Children and Young People within the acute setting.
- Learn how the development of education that provides legal framework knowledge to protect CYP, their families and staff can work in practice and how that enables staff to risk assess and care for children with MH concerns as safely as possible within a ward environment.
- Consider how Education that empowers staff to feel more confident and capable when caring for CYP and their families, can provide support within the acute environment.

### **Recommended Reading Titles**

Crawford D, Corkin D & McKenzie G. 2020. Equipping children's nurses to de-escalate conflict and communicate challenging information. *Nursing Children and Young People*.

NHS England. 2022. Supporting Children and Young People with Mental health needs in acute paediatric settings. Online. Available at: <https://www.england.nhs.uk/long-read/supporting-children-and-young-people-with-mental-health-needs-in-acute-paediatric-settings-framework-for-systems/>

Accessed 16/12/2022

### **Presenter Biographies**

#### **Sadie Sullivan**

Sadie has worked for the National Health Service for 15 years and been fortunate enough to work in multiple different roles, services, specialities and hospitals. The variety of career has enabled Sadie work effectively with all members of the multi-disciplinary team, have an understanding for different dynamics and be proactive approach to problems and areas for progression.

On working in Accident and Emergency Sadie developed a passion for Paediatric Nursing, specifically the recognition, escalation and management of sick children in District General Hospitals. However over time Sadie became increasingly curious about how we as health care professionals can learn together and developed inter-professional education. This has become the focus of her work and guided a Distinction level MSc in Paediatrics with a dissertation focuses on education for this field of nursing.

Sadie's current role as PDN is her ideal blend of clinical, teaching, service improvement and developments in education.

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## Poster 22 | Empowering 21st Century Education: Co-creating Learning Resources and Its Impact on Student Success

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 267

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*Ms. Ioana Triboi (University of York)*

### **Aim of paper**

The paper's objective is to underscore the significance of the partnership between students and educators in today's society and emphasise the benefits it can yield for students. In my first year at the university, I had the chance to collaborate on the development of comprehensive educational materials related to forthcoming placements. I played a role in collecting and structuring the necessary information to ensure that my peers had access to comprehensive placement details. Through close collaboration with lecturers and their mentorship, I effectively harnessed my skills within a field of personal interest.

### **Abstract**

As technology continues to advance, education must adjust to keep up with the rapidly changing world incorporating innovative approaches and being up to date with current trends in providing knowledge. It is crucial to acknowledge that the approach to education in contemporary society must be altered to facilitate the success and development of students. In addition, the contemporary workplace in the 21st century places a strong focus on collaboration, project-oriented tasks, and problem-based learning. After conducting a comprehensive review of the existing literature on collaborative material development for learning and the most effective learning methods in contemporary society, a survey was delivered to two distinct groups of students. The first group consisted of individuals who actively engaged in co-creating educational content with their teachers, while the second group comprised students who followed the conventional approach to learning. Analysis of the results demonstrates that the process of co-creating educational materials with students aims to cultivate vital abilities for everyday life, such as critical thinking, cooperation, collaboration, and confidence-building. Moreover, the findings indicate the significance of acknowledging the perspectives of both educators and learners, as well as exploring various unconventional methods of curriculum design that extend beyond conventional practises. Through a collaborative approach, educators support, empower and inspire students with the essential skills required for success in 21<sup>st</sup> century society. Participating in collaborative work promotes the growth of autonomy and leadership skills, with teachers taking on more of a mentoring role rather than simply delivering learning resources. Further study on co-creating learning resources is crucial to determine the most effective way for addressing the needs of today's students. In addition, it is important to consider the importance of promoting a culture of collaboration throughout the education sector to have a positive and lasting impact on students, teachers, and society.

### **Learning Outcomes**

1. Collaborative learning creation provides students with a unique opportunity to explore and broaden their cognitive horizons.
2. The collaborative interaction between students and educators helps to connect and foster understanding between the two groups.
3. Educational adaptations are necessary to align with the demands of a contemporary, teamwork-centered society.

### **Recommended Reading Titles**

Co-creating with students: practical considerations and approaches. Available at: <https://www.timeshighereducation.com/campus/cocreating-students-practical-considerations-and-approaches>

Go co-create: educators and learners as change makers; Strategy 2030 and Queen Mary values. Available at: <https://www.qmul.ac.uk/queenmaryacademy/students/co-creation/>

Co-Creating a Blended learning Curriculum in Transition to Higher Education:

A Student Viewpoint. Available at: <http://researchonline.ljmu.ac.uk/id/eprint/3837/>

### **Presenter Biographies**

#### **Ioana Triboi**

Throughout my academic and professional journey, I have always been eager to seize opportunities that allow me to enhance my skills and expand my knowledge base. During my first year at university, I have demonstrated several strengths that have defined my experience. These include having a proactive attitude, being organised, dedicated to excellence, having a strong willingness to learn and grow, effectively collaborating with others, and feeling a sense of responsibility towards my peers. These strengths have helped me grow and enhanced the university community by participating in projects and initiatives that benefit others. I am a forward-thinking individual who believes that every obstacle can be transformed into something positive. Leading by example, I aim to inspire others to adopt a pioneering mindset and view change as a catalyst for progress. I am motivated by an unwavering curiosity and an insatiable longing to venture into unexplored domains.



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## Poster 23 | Using computer-based simulation as the launch pad for student led learning.

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 313

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*Ms. Jyoti Shrestha (Swansea University), Mrs. Sara Newell (Swansea University)*

### Aim of paper

- To report on the use of asynchronous use of BI™ within our sample
- To identify the student learning from using remote Computer Based Online Simulation (CBOS)
- To report on the experiences and perceptions of students using remote CBOS

### Abstract

Our Pre-Registration BSc. Adult Nurse Programme piloted remote simulation-based learning using a global computer-based platform called Body Interact™ (BI). This poster presentation will focus on our use of asynchronous computer-based online simulation (CBOS) and debrief as a launch pad for student led learning. Our focus is on promoting intellectual enquiry around their simulated clinical performance and one arm to this is self-debrief.

Computer Based Online Simulation (CBOS) is a blended, multimedia technology enhanced education method (Dubovi 2019). BI™ is avatar-based and supports learners to solve clinical scenarios with a focus on their acute care assessment skills. Learners undertake scenarios at a time and place convenient to them and are provided with instant feedback on their assessment and clinical reasoning performance with an online debrief and a link to additional learning resources.

Embedding an ethos of responsibility for personal learning, ensuring safe practice and critical reflection is required in future professional roles. Encouraging learners to normalise formative self-assessment after simulation activities, provides them with real time feedback about their performance allowing them to improve their knowledge, skills and understanding (Yorke, 2003).

Data usage has been collated from the BI™ learning management system and the research cohort have completed both a pre and post intervention questionnaire and been invited to join a focus group.

Early results:

- Increasing engagement with CBOS as the project has progressed.
- The interest in CBOS has increased in our Year 3 cohort.
- The value of remote CBOS of acute care assessment has been identified as a good addition to their learning.
- Poor bandwidth has impacted functionality.
- Some students prefer a facilitated debrief.

### Learning Outcomes

- Explore how the use of CBOS as an educational methodology can promote independent learning
- Understand the experiences and perceptions of students using remote CBOS
- Understand the return on investment of the CBOS versus traditional simulation sessions for the health-care faculty in terms of simulation development time, pilot, implementation, data collation and analysis.

### **Recommended Reading Titles**

- Donovan, L. M., Argenbright, C. A., Mullen, L. K., & Humbert, J. L. (2018). Computer based simulation: Effective tool or hindrance for undergraduate nursing students?. *Nurse Education Today*, 69, 122-127.
- Dubovi, I. (2019). Online computer-based clinical simulations: the role of visualizations. *Clinical Simulation in Nursing*, 33, 35-41.
- Verkuyl, M., MacKenna, V., & St-Amant, O. (2021). Using self-debrief after a virtual simulation: the process. *Clinical Simulation in Nursing*, 57, 48-52.
- Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher education*, 45, 477-501.

### **Presenter Biographies**

#### **Jyoti Shrestha**

Jyoti is a lecturer in adult Nursing at the Swansea University, Wales, UK. Where she is predominantly involved teaching widely within BSc. And MSc. nursing programme including leading undergraduate nursing modules. Jyoti is a NMC registered adult nurse and teacher. As an acute care nurse, Jyoti has worked in various medical and surgical acute care settings in NHS and in abroad since 1994. Jyoti is particularly interested in cardiac nursing, acute care, simulation based learning and clinical skills.

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## Poster 24 | What are the perceptions of community nursing from undergraduate adult student nurses and did a community focused simulated session affect their views

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Tuesday, 23rd April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 312

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*Ms. Helen Marshall (University of Liverpool), Dr. Carolyn Lees (University of Liverpool), Mrs. Jacqueline Yip (University of Liverpool)*

### Aim of paper

To explore student nurse perceptions of community nursing and to gain feedback about a community focused simulated session in order to feed this forward to future community focused simulated sessions

### Abstract

**Background:** The NHS Plan (2019) identifies community nursing services as pivotal in their strategic plan to reduce hospital admissions, yet to do this a skilled and competent workforce is needed (Queens Nursing Institute, 2014). The district nursing service workforce is an ageing one and future recruitment of newly qualified nurses is essential (Swift and Punshon, 2019). It is important to prepare and expose pre-registration student nurses to nursing in a community environment and simulation can be used to support this (NMC, 2023). There is a lack of knowledge into the role of a community nurse and this can impede future employment choices (Lavery and Henshall, 2022; van Lersel et al. 2018). Therefore, it is important to educate undergraduate student nurses in order to grow the community nursing workforce.

**Methods:** A descriptive, qualitative study design using a focus group for data collection was used to gather the views of 9 student nurses. Participants were recruited from the second year of an undergraduate nursing programme using purposive sampling.

**Data Analysis:** The interview data were analysed using inductive content analysis (Elo and Kyngäs, 2008). Data analysis was informed by the descriptive nature of the research.

**Results:** Three key themes were identified from the data: intimate relationships, cultures, perceptions and skills/learning.

**Conclusions:** Participants reported enhanced supervision in community practice learning placements due to the nature of 1-1 working with community nurses and valued the ability to reflect on patient care as they were travelling to visits. They were clear examples of holistic care and incorporating patients wishes and being able to form a therapeutic relationship. Participants liked the community focused simulated session and being able to practice in a safe space and appreciate the autonomous decision making which community nurses undertake in patients homes.

### Learning Outcomes

1. To include and increase community nursing focused teaching on nursing programmes to focus on this setting as opposed to the acute hospital environments
2. To promote the uniqueness of the community environment which promotes autonomy, problem solving and decision making in order to provide holistic care
3. To utilise simulation as a way to prepare students and to expose them to clinical scenarios from this setting

### Recommended Reading Titles

Gunowa, N, O., Elliott, K. and McBride, M. (2018) Nursing simulation: a community experience, *British Journal of Community Nursing*, 23(4), pp. 174 - 178

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Norman, K, M. (2015) The image of community nursing: implications for future student nurse recruitment, *British Journal of Community Nursing*, 20(1), pp. 12 - 18

Lavery, J. and Henshall, C. (2022) First year pre-registration nursing student perceptions of community nursing roles: a thematic analysis

### **Presenter Biographies**

#### **Helen Marshall**

Helen is responsible for the delivery of both undergraduate and post graduate health care education with a special interest in community nursing and learning disabilities. Helen has been invited in the past to present her research at conference in the UK and she works closely with both NHS organisations and charities in undertaking collaborative research projects.

**Poster Tour D | Evolving  
and innovate modes of  
workforce training and  
education**

## Poster 25 | Developing the future nursing team within general practice

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 13

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*Mrs. Karen Elton (Northumbria University)*

### **Aim of paper**

To provide an innovative and transformational approach to online educational provision for those staff considering a nursing career in general practice, given the significant shortages across the workforce. The provision examines and addresses recruitment and retention issues for those newly appointed from alternative nursing roles across a spectrum of academic levels to encompass staff from a pre-registration, nursing associate and registrant entry level. This provision will enhance current opportunities at the university across the career spectrum for nursing staff in primary care, and meet the national career framework progression. (HEE 2022)

### **Abstract**

The development of this nationally recognised module, enhances current established provision for the nursing workforce of general practice within the North East of England. Current provision ranges from non accredited masterclass/updates across numerous continuing professional development topics, through to the progression of return to practice, career start, degree and master programmes and the advanced clinical practitioner roles. Theory underpinning this e-learning module is transformative. This is a suitable pedagogy for adult learners as it fosters a transformational approach to learning. Development includes the creation of suitable teaching and learning opportunities within module materials and assessment strategy. This means students will develop new knowledge and understanding relevant to general practice during the learning process as an outcome, and also be able to reflect on their learning journey.

Collaborative working with local stakeholders and university technology departments have provided relevant insights into the module development, and local clinical experts have supported content development inline with national policy. The online module offers flexibility for students in a variety of roles to complete the workload in a time frame that suits their own personal lifestyle, whilst adhering to university standard module length.

The module can be undertaken at non-accredited, level 6 or level 7, providing flexibility in both study options and also addressing the variety of entry level criteria of diverse populations to address equity, inclusion and widening access strategies.

Formative assessment is embedded to assess levels of knowledge and understanding as all students' progress through the module. Summative assessment of the module at level 6 or 7 is focused on the development of an electronic and transformative portfolio of evidence, that can be provided within future employment applications to promote opportunities and interview suitability. The portfolio is based on relevant national drivers to ensure contemporary and evidence based learning.

### **Learning Outcomes**

1. understand the background to the module development
2. appreciate the pedagogy applied to the module
3. gain insight into the remote provision for staff within their own geographical areas

### **Recommended Reading Titles**

QNI 2020 Standards of Education and Practice for Nurses new to General Practice Nursing

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HEE 2022. General Practice Nursing Education and Career Framework

**Presenter Biographies****Karen Elton**

Karen Elton has significant career experience in primary care, initially within clinical roles as a general practice nurse and nurse practitioner/nurse manager, and later taking nurse lead roles within strategic organisations, and a service transformation manager role to enhance service improvement strategies across the North east region. Since 2011 she has been employed at Northumbria University, developing the educational portfolio for nursing staff working in General Practice at all levels, alongside her teaching responsibilities within the continuing professional development department of the faculty of Nursing and Midwifery. She has achieved her Senior Fellow of the Higher Education Academy status, which indicates her commitment to providing high quality education to others. Karen has also been awarded the national Queens Nurse status and is involved in national policy developments in conjunction with the Queens Nursing Institute.

## Poster 26 | Assessing the Proficiency of Clinical Staff; A Review of Practical and Theoretical Knowledge in Key Nursing Skills

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 14

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*Mrs. Amber Moreton (Birmingham Women's & Children's Hospital)*

### **Aim of paper**

This presentation aims to stimulate discussion on how healthcare organisations ensure current, up-to-date knowledge of key clinical skills. Nationally mandated update training includes requirements for areas such as resuscitation skills, however there are no such stipulations for key clinical skills.

### **Abstract**

Ebbinghaus' forgetting curve suggests 80% of new knowledge is forgotten within weeks if not regularly used. This presents healthcare organisations with a challenge. Clinical skills often comprise of both the practical task and the theoretical underpinning. It is possible that nurses need to be trained in clinical skills that they do not need to practice frequently. It is also possible to practice clinical skills (i.e. do the task) without revisiting the theoretical knowledge. Therefore the question is, should healthcare organisations take measures to ensure their clinical staff are maintaining their practical and theoretical knowledge for core clinical skills?

Local quality improvement projects identified gaps in frontline nurses' compliance with existing clinical guidelines. Further evaluation identified parallel gaps in theoretical knowledge and highlighted an element of unconscious incompetence in these key skills. The clinical skills under review were skills that were regularly practiced and are considered to be fundamental aspects of care (i.e. not advanced practice skills). These include care of nasogastric tubes, oxygen delivery and extravasation monitoring. All of these skills form part of the competency assessment in pre-registration programs. They are considered the 'basics', however they are essential to delivering safe and effective nursing care, yet do not form part of any mandatory training requirement nationally, or within the Trust.

Scoping other, similar NHS Trusts, demonstrated that these fundamental aspects of care also do not form part of regular updates. Further research and innovation is needed to address these gaps. This presentation explores the concept of how NHS organisations can assure themselves that frontline clinical staff retain the competence and confidence to carry out practical clinical skills, with the underpinning theoretical knowledge.

### **Learning Outcomes**

- Explore how post graduate nursing education programs support the safe, up to date practice of fundamental nursing skills.
- Discuss how educational theory is applied to nursing education
- Consider innovative ways in which we can deliver robust post graduate nursing education

### **Recommended Reading Titles**

1. Kardong-Edgren, S., Oermann, M.H. and Rizzolo, M.A. (2019) 'Emerging Theories Influencing the Teaching of Clinical Nursing Skills', *Journal of Continuing Education in Nursing*, 50(6), pp. 257–262. doi:10.3928/00220124-20190516-05.
2. Bosse, H.M., Mohr, J., Buss, B. *et al.* (2015) 'The benefit of repetitive skills training and frequency of expert feedback in the early acquisition of procedural skills'. *BMC Med Education*, 15(22). doi:10.1186/s12909-015-0286-5.



3. Hernon, O. *et al.* (2023) 'The use of educational technology in teaching and assessing clinical psychomotor skills in nursing and midwifery education: A state-of-the-art literature review', *Journal of Professional Nursing*, 45, pp. 35–50. doi:10.1016/j.profnurs.2023.01.005.

### **Presenter Biographies**

#### **Amber Moreton**

Amber Moreton is a Patient Safety Educator at Birmingham Women's & Children's Hospital. She qualified in 2012 as a Paediatric Nurse and worked in acute and general paediatric services within the specialist children's hospital. Following her passions for patient safety and education, she worked in the same trust as a Clinical Skills Facilitator delivering education to both pre and post graduate Nurses, Nursing Associates and Midwives, progressing into the role as Patient Safety Educator in 2022. This current role involves reviewing clinical practices and systems within the trust and leading on quality improvement projects to make these systems easier, simpler and safer.

## Poster 27 | Building the bridge: The role of clinical education in the support and transition of learners awaiting registration in mental health

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 152

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*Mrs. Raksana Begum (Birmingham and Solihull Mental Health Foundation Trust), Mrs. Theiba Khan (Birmingham and Solihull Mental Health Foundation Trust), Mrs. Karen Cross (Birmingham and Solihull Mental Health Foundation Trust)*

### **Aim of paper**

The aim the poster is to showcase an example of an evolving and innovative model of workforce training and education that supports the transition of newly registered nurses within a large mental health trust

### **Abstract**

This clinical education model supports and enables the transition of our nursing workforce into their professional roles during the pre-preceptorship period. It is a collaborative approach between service areas and clinical educators who are employed by the mental health trust. We offer a bespoke package that allows staff to choose the level of support that is required for them during this phase; recognising that transition in practice programmes will not yield success unless the clinical education offer is of value to the individual staff member (Kimberly et al, 2021).

These staff are employed as health care assistants, and we recognise that this gap period can be a very challenging time as they are positioned between student and qualified practitioner.

Our clinical educator model supports learners using experiential learning, face-to-face workshops, and direct supervision in clinical practice. It also includes group reflective practice sessions and coaching for staff awaiting their pin number and preceptorship.

The aim is to build on existing skills, knowledge, and experience to increase competence and confidence in a safe environment. Emerging themes from evaluations include “greater confidence to make decisions”; “a sense of belonging”, “support from the trust to my wellbeing” and “feeling valued”.

This model of practice-based education and support achieved a smoother and successful transition experience. It also enabled staff to build confidence and develop skills that help to create a safe, inclusive, and inspiring environment for all in line with the NHS People Promise (2021).

Retention of staff is a priority; we aspire to improve the experience of all newly registered nurses during their early careers by imbedding a compassionate and inclusive clinical education offer right from the onset of their employment. We aim to promote lifelong learning and retention strategies for our valuable workforce, aligning itself with the NHS long term plan (2023).

### **Learning Outcomes**

1. To understand the importance of collaboration between service areas and the professional education team.
2. To increase awareness of how this programme impacts on the confidence and competence of nurses during their early careers.
3. To recognise the value of this programme in the experience of nurses during transition into the mental health trust.

**Recommended Reading Titles**

NHS long term plan (2023). <https://www.longtermplan.nhs.uk>

NHS People Promise (2021). <https://www.england.nhs.uk/ournhspeople/online-version/lfaop/our-nhs-people-promise>

Hampton. B et al, (2021). The transition from nursing student to practicing nurse: An integrative review of transition to practice programs. *Nurse Education In Practice*. <https://doi.org/10.1016/j.nepr.2021.103031>

**Presenter Biographies**

**Raksana Begum**

Raksana Begum is Lead Nurse for Non Medical Education and Development in Birmingham and Solihull Mental Health Foundation Trust. Delivering best practice and high quality patient experience is a central aspect of her role. She has a strong interest in embedding a compassionate approach to life long learning in the workforce from early careers. Raksana has a wealth of experience of working with multi-professionals to develop and deliver opportunities for learning that are relevant and accessible for all.

## Poster 28 | A novel approach of integrating clinical and research student placements

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 154

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*Mrs. Mehar Shiju (James Paget University Hospital), Mrs. Helen Hall (James Paget University Hospital), Mrs. Claire Lee (James Paget University Hospital)*

### **Aim of paper**

The aim is to recognise the significance of a novel split clinical and research student placement to embed research in practice.

### **Abstract**

**Background:** In response to the growing demand for healthcare professionals who can seamlessly embed research into their practice, a novel approach has been introduced – the Split Clinical and Research Placement. This abstract explores the rationale behind this innovative model, highlighting its potential to instil a deeper understanding of significance of research and its practical application. The traditional separation of clinical and research experiences in healthcare education has often hindered students' ability to appreciate the interplay between these two vital components. Recognising this gap, an acute Trust has embraced a progressive strategy. The Split Clinical and Research Placement programme empowers students to bridge this divide, forging a stronger connection between theory and practice.

**Methods:** The 6-week placement has 2 elements- clinical and research. During the clinical phase, students actively participate in patient care, honing their practical skills, and fostering patient-centred approach. This real-world experience is invaluable, as it offers students the opportunity to witness the direct impact of evidence-based practice on patient outcomes. In the research phase, students are exposed to the intricacies of the research process, working closely with experienced clinical research nurses on ongoing studies. The students will lead a small audit or service evaluation project which nurtures an understanding of how research findings can be translated into real-world practice to enhance patient care. Though this opportunistic placement approach has been trialled with physiotherapy students, plans to pilot it with nursing and midwifery students are underway.

**Conclusion:** Through this program, students are positioned to grasp the broader perspective of healthcare, recognising the intrinsic link between research and clinical excellence. By immersing students in the dual worlds of clinical practice and research, it seeks to produce well-rounded healthcare professionals capable of bridging the gap between theory and practice, ultimately elevating the quality of patient care.

### **Learning Outcomes**

1. To understand the design and rationale behind split clinical and research placements.
2. To gain insights into the challenges and opportunities the students encounter in both clinical and research settings.
3. To recognise the significance of the split clinical and research student placement as a new approach to embed research in practice.

### **Recommended Reading Titles**

1. Embedding a research culture | NIHR
2. Whitehouse CL, Tinkler L, Jackson C, *et al* Embedding research (ER) led by nurses, midwives and allied health professionals (NMAHPs): the NMAHP-ER model *BMJ Leader* 2022;6:323-326.

### **Presenter Biographies**

#### **Claire Lee**

Claire Lee is a Research and Evaluation Associate at the James Paget University Hospitals (JPUH) NHS Foundation Trust. Claire is currently supporting the nursing, midwifery and allied health professions (NMAHPs) research and evaluation service at JPUH. This involves building innovation capacity, capability and confidence within the JPUH workforce and increasingly across the Norfolk and Waveney Integrated Care system. Claire is a registered paediatric nurse by background and holds an MSc in Clinical Research from the University of Hertfordshire and MSt in Genomic Medicine from the University of Cambridge. Claire is also a peer reviewer for RCN journals.

## Poster 29 | Nurse Cadet Apprenticeship: a clinically based introduction to healthcare for 16–18-year-olds.

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 168

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*Mrs. Claire Becker (Author), Mrs. Sandra Williamson (Author)*

### **Aim of paper**

In accordance with Health Education England's NHS Long Term Workforce Plan (2023), this project aims to address nursing shortages by broadening the entry routes into nursing, offering a level 3 clinical apprenticeship for 16-18 year olds.

NHS England (2023). *NHS Long Term Workforce Plan*. [online] Available at: <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf>.

### **Abstract**

This innovative project aims to widen access and educate local young people for long term careers in healthcare. In a quest to inspire and provide a good grounding in care, the Trust is currently employing nurse cadets as apprentices. In common with other NHS employers the Trust has struggled to recruit and retain staff. Originally set up with support from Health Education Thames Valley, now in its 4th year, this programme offers 16- 18-year-olds a clinically based alternative to A levels and T levels.

As an apprenticeship, the programme is primarily “on the job” clinical training, having 3 or 4 days on the ward and 1 day in the classroom per week, (after intense 20-day induction). The qualification is a Level 3 Diploma in Health Care Support as part of the Senior Health Care Support Worker apprenticeship. Whilst initially designed to prepare learners to pursue the local apprenticeship route into nursing, upcoming developments in the course and government initiatives are further widening opportunities for career development via university and other healthcare roles.

Working as Healthcare Support Workers, cadets are supervised by experienced nurses in their clinical setting, and by subject specialists in the classroom, all overseen by nurse tutors. Cadets are recruited on their enthusiasm to pursue nursing or healthcare as a career, rather than their academic ability.

There has been a good rate of retention of cadets post course, including cadets staying in post as Senior Healthcare Support Workers, or going on to further courses including apprenticeships in Nurse Associate and Occupational Therapy, and Degrees in Nursing and Physiotherapy.

Our poster will share our successes, challenges and evolving approach to date.

### **Learning Outcomes**

Attendees will be introduced to the Nurse Cadet programme, as an alternative means of entry into nursing careers from T levels and A levels. Successes and challenges will be discussed.

### **Recommended Reading Titles**

NHS England (2023). *NHS Long Term Workforce Plan*. [online] Available at: <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf>.

### **Presenter Biographies**

#### **Claire Becker**

Clinical Vocational Lead (Nurse Cadets) Oxford Health NHS Foundation Trust.

Supporting nursing apprenticeships for 2 1/2 years, the past year focused, and leading on the Nurse Cadet apprenticeship programme.

RGN, BSc (Hons) Critical and Specialist Care, Graduate Diploma in Public Health Nursing/ Health Visiting.

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Clinical experience includes Cardiothoracic Intensive Care nursing and Health Visiting.

**Sandra Williamson**

Vocational Development Lead (Nurse Cadets) Oxford Health NHS Foundation Trust.

RGN, RMN, RNT, MSc Higher Professional Education Oxford Brookes University

Responsible for leading the Nurse Cadet Apprenticeship at Oxford Health since the first cohort in 2020.

Experience- Mental health nursing and education.

Publications- Garrod, Lucy & Fossey, Jane & Henshall, Catherine & Williamson, Sandra & Coates, Alice & Green, Helen. (2019). Evaluating dementia training for healthcare staff. *The Journal of Mental Health Training, Education and Practice*. 14. 10.1108/JMHTEP-10-2018-0062.

## Poster 30 | AI Powered eLearning research project

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 173

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*Mr. Timothy Johnson (NHS Scotland Academy), Mr. Ben Harvey (NHS Scotland Academy)*

### **Aim of paper**

Our project, conducted as part of NHS Scotland Academy's accelerated workforce programmes, seeks to enhance the learning experience for our nursing and healthcare support worker learners. We aim to harness the potential of AI Large Language Models (LLMs) to revolutionise online learning. Focusing on AI-driven feedback, we aim to assess and improve the effectiveness of asynchronous online learning. Our primary objectives are to explore how AI can offer high-quality, personalized feedback to learners, moving on from the limitations of generic responses and multiple-choice questions. This poster presents the rationale, design, methodology, progress, and where we will embed this new experience.

### **Abstract**

Online learning provides a range of benefits to our learners, but assessment of learning within our eLearning modules is limited. High-quality, personalised feedback is known to be one of the most important factors in learning. Asynchronous online learning cannot provide such feedback; it is restricted to revealing generic feedback or simply the correct answers. This limits assessment to multiple choice questions (MCQs), which cannot effectively test learners on complex knowledge or higher-order skills such as analysis or evaluation.

The emergence of Large Language Models (LLMs) presents an opportunity to re-evaluate what methods of assessment and feedback can be effectively used in asynchronous online learning. LLMs can provide immediate responses (i.e., feedback) to user inputs. Our research aims to investigate the efficacy of LLMs, such as ChatGPT, in providing learner feedback in asynchronous online learning and whether both learner task motivation and educator attitudes change when presented with these features.

We have successfully connected ChatGPT to an eLearning authoring tool and can pass learner responses, exemplar answers and feedback guidance to ChatGPT, which allows the LLM to evaluate learner responses against the exemplars and provide feedback. The next steps are:

- Tune the AI model by experimenting with prompts
- Design tests to measure learning
- Test our eLearning distribution and data collection
- Ethical approval
- Select a suitable Academy programme to embed and test this new technology

### **Learning Outcomes**

- Understand the limitations of assessment and feedback in eLearning
- Identify the potential of the integration of AI in online learning for feedback purposes
- Identify potential improvements in online courses for nursing staff

### **Recommended Reading Titles**

1. Diaz-Candido, G., Maningo, J. & Tseng, V., 2023. Performance of ChatGPT on USMLE: Potential for AI-assisted medical education using large language models. *PLOS Digit Health*, 9(2), p. <https://doi.org/10.1371%2Fjournal.pdig.0000198>.



2. Kluger, A. N. & DeNisi, A., 1996. The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), pp. 254-284. <https://doi.org/10.1037/0033-2909.119.2.254>.

### **Presenter Biographies**

#### **Timothy Johnson**

Tim is an educational resource developer with an interest in embedding new technologies in online learning. Before joining NHS Scotland Academy he was Digital Education Manager at the Royal College of Physicians of Edinburgh.

#### **Ben Harvey**

Ben is an educator working in technology enhanced learning. He trained as a teacher and worked in secondary and higher education before becoming interested in the potential of online learning.

Ben wrote Massive Open Online Courses (MOOCs) for the Erasmus+ Programme before becoming a digital learning developer at NHS Education for Scotland (NES). At NHS Scotland Academy he is focused on the integration of online and face to face learning as a key component of accelerated learning across a range of programmes.

## Poster 31 | Monitor, Contribute & Inform (MCI) - A Nursing Associate Process

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 207

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*Ms. Lyeanda Berry (University of York), Mrs. Emily Singleton (University of York)*

### Aim of paper

- To introduce an innovative model to support understanding and integration of nursing associate practice.
- To support educational practice across healthcare professions to improve patient care.
- To influence nursing associates, registered nurses, and allied health professionals' education and training.
- To support safe and effective workforce planning.

### Abstract

The first nursing associates registered with the Nursing and Midwifery Council in 2019. However, there remains role ambiguity across the sector in terms of the nursing associates' scope of practice and how this translates to care interventions. In response to this, and in line with the NMC Standards of Proficiency for Nursing Associates (2018), we have developed a systematic model that clearly outlines the role responsibilities of the nursing associate and demonstrates the synergies and differences between the roles of the registered nurse. The model also recognises the collaboration in care interventions between the nursing associate, registered nurse, and multidisciplinary team to meet holistic patient care outcomes.

This model, titled 'Monitor, Contribute and Inform (MCI)' focuses on the three key pillars of the care process and aligns with the broader nursing framework (APIE).

- 'Monitor' relates to the critical thinking skills required of nursing associates to provide safe and effective care to patients and to recognise changes in the patient condition that requires escalation i.e. to that of the registered nurse.
- 'Contribute' reflects the nursing associates' contribution to integrated care, working as part of a multidisciplinary team to meet the holistic needs of the patient.
- 'Inform' relates to the nursing associates' accountability in providing clear and concise patient documentation and verbal communication, to inform the effectiveness of care interventions.

Our poster presentation outlines the key implications of the MCI model for teaching and curriculum development in nursing associate education and training. We propose that this standardised model will have a positive impact on the education of nursing associates, registered nurses, and the wider multidisciplinary team with the ability to make significant improvements to patient care in practice and effective workforce planning.

### Learning Outcomes

- Provide a clearer understanding of the role and scope of the nursing associate with the use of the MCI model.
- Demonstrate how the MCI model can be used in the education of student nurses, nursing associates, and other healthcare professionals.
- Provide an understanding of how the MCI model can support safe and effective workforce planning to ensure adequately trained staff oversee patient care.

**Recommended Reading Titles**

Health Education England (2015). Raising the Bar, Shape of Caring- A Review of the Future Education and Training of Registered Nurses and Care Assistants. Lord Willis, Independent Chair - Shape of Caring review

Kessler, I., Steils, N., Samsi, K., Moriarty, J., Harris, J., Bramley, S., & Manthorpe, J., (2020). Evaluating the Introduction of the Nursing Associate Role: The Livewell Southwest Case Study. NIHR Policy Research Unit in Health and Social Care Workforce, The Policy Institute, King's College London.

West, S. (2019) Blog: Role differences between nursing associates and nurses. [Online]. Available at: <https://www.nmc.org.uk/news/news-and-updates/blog-whats-a-nursing-associate/> [Accessed 15 February 2023].

**Presenter Biographies****Lyeanda Berry**

Lyeanda Berry is a Registered Nurse, lecturer, and deputy programme lead for the Trainee Nursing Associate Apprenticeship at the University of York. She received a bachelor's degree in Health Care Studies and a master's degree in Education from the University of Leeds. Prior to lecturing Lyeanda worked as a nurse in the NHS in a career spanning 30 years which included working in a range of clinical specialties, practice development, patient safety, and clinical education. She is interested in promoting the role of the nursing associate and nursing workforce planning and development.

**Emily Singleton**

Emily Singleton is a Registered Nurse, Lecturer, and Director of Practice Learning at the University of York. Emily completed her nurse training at the University of York and has a clinical background in Oncology and Haematology nursing. She is particularly interested in palliative and end-of-life care, effective communication, practice education, and integrated care.

## Poster 32 | First Steps Towards a Culturally Humble Workforce: A collaborative approach to supporting cultural humility in the Health and Social Care Workforce in Scotland through the development of a digital educational resource development.

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Tuesday, 23rd April - 12:45: Poster Tour D | Evolving and innovate modes of workforce training and education  
- Poster - Abstract ID: 63

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*Ms. Susan Archibald (NHS Scotland Academy), Dr. Lynn Welsh (NHS Scotland Academy), Dr. Deborah McCraw (NHS Scotland Academy), Ms. Katy Hetherington (NHS Education for Scotland), Dr. Clair Graham (NHS Scotland Academy), Ms. Priscilla Marongwe (NHS Education for Scotland), Mr. Ben Harvey (NHS Scotland Academy), Mr. Timothy Johnson (NHS Scotland Academy), Ms. Megan Fennell (NHS Education for Scotland)*

### **Aim of paper**

To provide an overview of the collaborative design and development of a digital educational resource to support cultural humility in the health and social care workforce in Scotland.

### **Abstract**

#### **Description:**

The NHS Scotland Academy (NHSSA) and NHS Education for Scotland's (NES) Equality, Diversity, and Human Rights Team have developed a digital educational resource designed to support a 'Once for Scotland' approach for the development of cultural humility values and behaviours across nursing and the wider health and social care workforce. Expert stakeholders worked collaboratively to co-produce the resource.

#### **Methodology:**

Through the identification of key behaviours that enable an inclusive workplace, the resource aims to support learners in the application of a reflective approach to foster awareness, attention, non-judgment, and positive practice. The resource will complement statutory and mandatory training requirements that are delivered by employers. It is structured into three units:

**Unit 1:** Introduce core concepts of cultural humility.

**Unit 2:** Cultivating an inclusive workplace.

**Unit 3:** Acting as an ally.

A Resource Pack to support the application of learning at personal, team, and service levels is included, containing scenarios for reflection and role play, top tips, and reflective exemplars. This will provide opportunities to reflect on the core concepts in a way that is relevant to the learner's own area of practice.

#### **Key Innovations**

- A multi-media digital resource utilising lived experiences conveyed through video extracts portrayed by professional actors, use of animation, and textual content.
- Collaborative, interprofessional, and co-productive approach to content design and development
- Expert stakeholder engagement and lived-experience contributions from members of the NHS and social care workforce including doctors, nurses, and those representing government and third sectors.
- Opportunities for interprofessional learning and collaboration to challenge assumptions, promote deep reflection, and support transformational learning.
- Flexible, asynchronous pedagogical approaches including scenarios, reflective exemplars, good practice tips, and simulation-based education scenarios.

**Outcome:** the resource will launch in November 2023 and will be available on the NES TURAS Learn platform.

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### **Learning Outcomes**

- Gain an introductory overview and understanding of the purpose, key content, and intended learning outcomes for the Cultural Humility educational resource.
- Gain an understanding of the process and approach to resource design and development.
- Encouraging self-reflection to cultivate cultural humility values and behaviours.

### **Recommended Reading Titles**

Simple Guide to Allyship NHS England Simple guide to allyship (leadershipacademy.nhs.uk)

Cultural Competence or Cultural Humility? Moving Beyond the Debate Greene-Moton, E., Minkler, M. (2020)

Cultural Competence or Cultural Humility? Moving Beyond the Debate - Ella Greene-Moton, Meredith Minkler, 2020 (sagepub.com)

### **Presenter Biographies**

#### **Susan Archibald**

Susan Archibald is a Senior Educator at the NHS Scotland Academy, where she leads and supports the development and delivery of high-quality education and training programmes for health and social care staff. She has a Bachelor of Nursing degree from the University of Glasgow and has over 20 years of experience as an ICU nurse in both the UK and New Zealand. On returning to Scotland, she worked as a Specialist Nurse for Organ Donation and volunteered for redeployment back to ICU during the pandemic. Her areas of interest include simulation-based learning and resilient healthcare systems.

**Poster Tour E |  
Innovation in nursing  
education programmes**

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## Poster 33 | Could a person centred approach help transform New Graduate Nurse transition?

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 120

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*Mrs. Josie Ireland (NHS Grampian), Ms. Julia Lussier (NHS Grampian)*

### Aim of paper

To evaluate the effectiveness of a person-centred approach to a New Graduate Nurse induction programme, which is offered to clinical areas in rural geographical locations.

### Abstract

As a result of the COVID 19 pandemic, health services needed regeneration. The Scottish government reflected this in its key priorities for 2023/2024, with staff wellbeing and recruitment and retention being listed. (Scottish Government,2023) In October 2023, 21 New Graduate Nurses (NGN) took up post in Moray. The senior nursing leadership team recognised the importance of the retention of these staff and asked the practice education team to co-produce an induction programme. Cognisance of the challenges faced by these graduates due to online learning during their undergraduate programme, placed an emphasis on face to face support for their transition to becoming a registered nurse. (Rood,L., et al. 2022) Posts within Moray are spread across a large and sometimes remote geographical area therefore the in-person induction allowed ongoing opportunities for peer support (Rush,K,L., et al. 2013) and the flexibility to adapt the programme based on the needs of the group. To achieve a person centred approach, elements of transformational practice development were used, which emphasised the importance of effective staff relationships, supportive organisational systems and shared decision making, which in turn enables professionalism. (McCormack,B. and McCance,T. 2010)

The poster that we have created depicts the journey from creating the initial programme, to supporting the new graduate nurses in practice during their flying start year, to how we utilized NGN feedback to tailor a more specific programme. Ongoing support sessions will allow us to continue on this journey and grow the support networks available to NGNs. We hope to show the benefits of transformational practice development to a person centred induction programme and highlight that investment of time and resource can have a positive impact on the experience of new graduate nurses.

### Learning Outcomes

- To ascertain how peer support and peer learning effects interpersonal relationships, motivation levels and creation of a positive learning environment.
- To determine how embedding a person centred approach to learning, creates empowerment that values respect for persons, mutual respect and an understanding that allows for continuous learning.
- To demonstrate the impact of substantive staff engagement on running a robust NGN programme without additional resource.

### Recommended Reading Titles

- McCormack,B., and McCance,T. (2010) *Person Centred Nursing: Theory, Models and Methods*. Blackwell Publishing, Oxford.
- Rood,L., Tanzillo,T and Madsen,N. (2022) *Student nurses' educational experiences during COVID-19: A qualitative study*. Nurse Education Today, 119: 105562 doi: <https://doi.org/10.1016/j.nedt.2022.105562>

- Rush,K,L., Adamack,M., Gordon,J., Lilly,M., and Janke,R. (2013) *Best practices of formal new graduate nurse transition programs: An integrative review*. International Journal of Nursing Studies. 50(3), pp. 345-356. [online] available from: <https://pubmed.ncbi.nlm.nih.gov/22795800/> [accessed 17/10/2023]

### **Presenter Biographies**

#### **Josie Ireland**

Graduated with BSc Hons Children's Nursing in 2015. Started as a staff nurse on CICU at Great Ormond Street Hospital. Whilst there I undertook MSc modules in Paediatric Intensive Care nursing. The opportunity arose to undertake a secondment as a practice facilitator and this confounded my passion for education. I now work as a Practice Educator within NHS Grampian and hope to complete my PgCert in Adult Education.

#### **Julia Lussier**

Completed PgCert in Higher Education and Learning in 2012 and graduated with MSc Advancing Nursing Practice (Leadership) in 2019. For the past 15 years I have been in education roles and I am currently Practice Educator within NHS Grampian. My main focus is the enhancement of the practice learning experience and to positively contribute to the development of the nursing and midwifery workforce.



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## Poster 34 | Reaching out: creating a 'podcast' for Prospective Healthcare Support Workers.

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 130

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*Ms. Laura Appleton (Nottingham University Hospitals NHS Trust), Mrs. Jennifer Pooley (Nottingham University Hospitals NHS Trust)*

### **Aim of paper**

To outline a new 'podcast' developed for members of the public to access for guidance and support when applying for a Healthcare Support Worker role.

### **Abstract**

This paper will discuss the creation of a new 'podcast' resource for members of the public to access for helpful information and guidance on making the most of their application.

**Background:** Historically, job advertisements for HCAs in the Organisation yield good numbers of applicants, yet shortlisting often discounts many applicants due to the non-relevant content of the application.

**Aim:** Create a resource for people to access to guide them through the TRAC application process, with top tips to help them get shortlisted for interview.

The Resource: Initially rolled out as a MS Teams workshop, the resource evolved into a 'podcast' consisting of a pre-recorded presentation with voiceover uploaded to the Organisation's YouTube channel. The 'podcast' goes through each step of the TRAC application, along with an outline of what the HCA role consists of. The team has been able to utilise features from YouTube such as timestamps, linking the 'podcast' to the job advertisement and advertising through social media.

**Findings:** In 4 months the 'podcast' has had 473 views. Anecdotal feedback from prospective HCAs who utilised the 'podcast' has been positive - they felt it helped them improve their applications and understand the process better. The 'podcast' increases choice and accessibility - the MS Teams workshop required people to provide their emails and names to sign up. The 'podcast' allows anyone to access it, at any time, and they can skip to the parts of the 'podcast' most relevant to them.

**Conclusion:** The 'podcast' has been effective in helping prospective HCAs increase the likelihood of them being shortlisted for an interview. The 'podcast' is being utilised in conjunction with the HCA Taster Day to encourage widening participation in the local community.

### **Learning Outcomes**

From this paper conference delegates will:

- Be aware of a newly created podcast to help prospective HCAs obtain an interview.
- Understand the content of the 'podcast' and its purpose.
- Know the next steps to take if they wish to implement something similar in their Organisations.

### **Recommended Reading Titles**

N/A

## **Presenter Biographies**

### **Jennifer Pooley**

I joined the private healthcare sector working as a support worker with young adults with physical disabilities and associated learning disabilities. I absolutely loved the job and found it very rewarding.

I completed a BSc in Adult Nursing with the University of Nottingham in 2010 and started my nursing career with Sherwood Forest Hospitals working in colorectal surgery for 5 years.

I moved to NUH in 2015, working in the Emergency Department before moving to the surgical High Dependency Unit. Following the critical care rotation programme, I moved to adult critical care.

In 2020 made a move into ICE in the WWF team, looking after HCA recruitment, induction and retention. I am the Care Certificate lead for the Trust.

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## Poster 35 | Coproducing a Focused IEN Induction Programme

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 163

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*Mrs. Sarah Hyde (University Hospitals Bristol and Weston), Mrs. Sian Howard (University Hospitals Bristol and Weston)*

### **Aim of paper**

To develop and implement a specific induction programme for internationally educated nurses (IEN) to support their transition to working competently and safely on the wards.

### **Abstract**

Our organisation began an international recruitment drive in response to the national nursing shortage in 2020. Following feedback from IENs and ward managers it became apparent that there had been challenges in providing focused support to these new recruits on the medical wards, alongside feedback that IENs were struggling with their transition to working within the NHS.

### **Method:**

In response to this, we focused on developing and co-designing an induction programme specifically for the IENs with their feedback.. We worked with IENs, the central OSCE team and reviewed the content of the induction days. Learning gaps were identified and a four day induction programme including clinical skill workshops was developed as well as 1:1 session working with the Practice Education Facilitators (PEFs)

### **Results:**

Feedback was obtained on the induction days from the IENs via a QR code, feedback was also gathered from ward managers. The content were adapted again, the PEFs developed the New Starter Competency and a New Starter Checklist, and this is now being used across the division.

The programme is seen as successful in addressing the specific previously unidentified needs of our IENs and the feedback shows that we are now addressing the specific needs of this valuable workforce alongside the trust wide initiatives implemented to support IENs.

### **Conclusion:**

Our induction programme has now been adopted Trustwide in order to ensure that our IEN workforce receive a standardised and tailored induction programme to meet their specific needs to transition into working in the NHS. Its major strength is that it has been co-designed with IENs and clinical educators and ward managers.

### **Learning Outcomes**

1. Effectiveness of a standardised approach when inducting a large number of nurses over a period of time.
2. The usefulness of coproducing a programme alongside intended learning group.
3. The importance of educational planning being included from the recruitment process.

### **Recommended Reading Titles**

1. Bond S, Merriman C, Walthall H (2020) The experiences of international nurses and midwives transitioning to work in the UK: a qualitative synthesis of the literature from 2010 to 2019. *Int J Nurs Stud* ;110:103693. doi:10.1016/j.ijnurstu.2020.103693
2. Stievano, A., Olsen, D., Tolentino Diaz, Y., Sabatino, L. & Rocco, G. (2017) Indian nurses in Italy: A qualitative study of their professional and social integration. *Journal of Clinical Nursing*, 26(23-24), 4234-4245.
3. NMC (2022) Internationally trained professionals joining the NMC register. Available from [www.NMC.org](http://www.NMC.org). Accessed 18/10/2023

### **Presenter Biographies**

**Sarah Hyde**

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Qualified for 16 years working within acute medicine for this time. Undertaking the practice education facilitators role for the past 2-3 years on the acute medical unit.

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## Poster 36 | Filling the gap: creation of a rare disease specific training programme for nurses

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 118

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*Mrs. Elizabeth Morris (Cambridge University Hospitals), Mrs. Niamh Finnegan (Royal Free Hospital, London), Mrs. Catherine Stewart (University Hospital Birmingham), Mr. Stuart Forshaw-Hulme (St Marys Hospital, Manchester University NHSFT), Dr. Louise Jopling (Health Innovation East)*

### **Aim of paper**

The aim of this paper is to (i) highlight the challenges of providing a standardised sustainable training pathway for nurses working with patients with rare diseases, and (ii) describe the development of a recent project that involved collaborative working with industry, patient groups and a wide range of specialist NHS healthcare professionals from across the UK for a group of rare disorders known as Lysosomal Storage Disorders.

### **Abstract**

Lysosomal Storage Disorders (LSD) are rare inherited multi-system disorders, that cause significant physical and mental health impacts for patients and families as a result of chronic illness, frequent invasive high cost disease modifying treatments and/or palliative care. LSD specialist services are only available in a few UK hospitals with a small number of nurses needing to develop the necessary clinical expertise. Currently there is no formal independent accredited education program for nurses working in this field. Existing training is ad hoc, self-directed and fragmented. Access to related academically accredited courses is often restricted due to cost, perceived relevance and clinical work pressures.

The UK Rare Diseases Framework (2021) outlined four priority areas to: enable faster diagnosis, increase awareness of rare diseases among Health Care Professionals (HCP), better coordinate care and improve access to specialist care and treatments, with a clear requirement to improve education of multi-disciplinary team members. We convened a national nurse Steering Committee to develop an independent, online, competency driven, distance learning programme. Professional accreditation was sought from the RCN and specialist content review was provided by the British Inherited Metabolic Disease Group (BIMDG). The key objective was to improve specialist knowledge/skills, promote reflective practice and enable service improvements for people living with LSD.

We worked in partnership with Health Innovation East to secure educational grant funding and coordinate appointment of a medical communications agency. OpenHealth subsequently provided support with course content development, technical functionality management and RCN accreditation application. Competencies and learning outcomes were developed by the Steering Committee with additional input from clinical colleagues around the UK.

The educational platform launched in March 2023. To date, 12 professionals have registered and 12 modules have been completed.

We hope to widen access to nurses in other countries and are considering ways to ensure long term sustainability.

### **Learning Outcomes**

Delegates should

1. Have an increased awareness of rare diseases
2. Be able to identify the challenges of providing education in the rare disease space
3. Consider what provision is available in their area for specialist and general nurses who may encounter patients with rare diseases

### Recommended Reading Titles

1. What is a Rare Disease. *Genetic Alliance: Rare Disease UK* Online website. <https://www.rare-disease.org.uk/what-is-a-rare-disease/>
2. Nguengang Wakap, S., Lambert, D.M., Olry, A. et al. Estimating cumulative point prevalence of rare diseases: analysis of the Orphanet database. *Eur J Hum Genet* **28**, 165–173 (2020). <https://doi.org/10.1038/s41431-019-0508-0>
3. Tumiene B, Peters H, Baynam G. Rare disease education in Europe and beyond: time to act. *Orphanet J Rare Dis.* 2022 Dec 19;**17**(1):441 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9761619/>

### Presenter Biographies

#### Elizabeth Morris

Liz Morris is a lead specialist nurse at Addenbrooke's Hospital and has managed the Cambridge National Adult Lysosomal Storage Disorders (LSDs) Service for the past 21 years. Liz provides clinical care for patients with a range of LSDs, including a large cohort with Gaucher and Fabry disease. Liz also looks after patients with Pompe disease and mucopolysaccharidoses (MPS) disorders as well as other inborn errors of metabolism. Liz's specific interests lie across all aspects of LSD care; however, she holds a particular interest in the management of pregnancy in LSD's. Liz is actively involved in research in many LSDs, and is a member of the Royal College of Nursing.

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## Poster 37 | Hearing the deaf student

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 162

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*Mr. Christopher Seymour (Manchester Metropolitan University), Ms. Rachel Birch (Manchester Metropolitan University), Mr. Sam Beckett (Manchester Metropolitan University), Mrs. Gayatri Nambiar-Greenwood (Manchester Metropolitan University)*

### **Aim of paper**

The aim of this poster is to evaluate the learning experiences of supporting an undergraduate mental health nursing student who is deaf. This is a multidimensional approach; we consider the perspective of Sam (the student), Higher Education academics, support staff and healthcare staff, in the context of the covid-19 pandemic. Through appreciating the different perspectives of those who supported Sam, and from first-hand accounts of the impact on him, we aim to utilise this learning to improve future non-traditional learner's experience.

### **Abstract**

This poster explores the process of supporting the learning journey of Sam, an undergraduate mental health nursing student, who is deaf. In the context of the Covid-19 pandemic, we evaluate the learning experience of higher education academics and healthcare professionals in providing Sam with an equitable experience. Sam's perspective is inter-woven throughout our work.

Initially, we explore the learning experiences of the nursing academic and support team, from the lens of guiding Sam through his studies. We will look at what we achieved, what we learnt, and further improvements to support and meet the needs of deaf nursing students in the future. We also consider the challenges of delivering an effective nurse education to non-traditional students.

The impact of the pandemic on nursing academics and overall university organisation influenced the efficiency of timetabled online delivery of lectures. As we were operating within the constraints of lock-down, a lack of face-to-face ability to plan and implement Sam's needs and understand his abilities meant that challenges were heightened. Despite planning-ahead of Sam's arrival to university, the complexity of suddenly delivering an online nursing degree resulted in unexpected setbacks.

We will also analyse the approaches utilised, one, to ensure the practice area was a constructive learning environment. Two, preparing and enabling Sam to navigate his learning within a hearing healthcare setting. The significance of the role of the Practice Education Facilitator in nurturing, ensuring equity of learning experience and potential safeguarding will be considered.

Finally, the perspective of Sam in relation to our efforts to provide an effective learning pathway will be heard. The centrality of hearing the voice of the student provides authenticity: taking responsibility for our successes and failures, our contributions to Sam's experience, and a reflexive evolution of how we facilitate the learning journey of non-traditional nursing students.

### **Learning Outcomes**

This poster will allow delegates to;

- Appreciate the perspective of an undergraduate mental health nursing student who is deaf, who studied in the context of the covid-19 pandemic
- Discuss the impacts of higher education support for non traditional learners, and the challenges that these students may encounter
- Consider how we can improve the approach to supporting the non-traditional student, in the contexts of healthcare and higher education

### **Recommended Reading Titles**

Noble, H. (2010) 'Improving the experience of deaf students in higher education'. *British Journal of Nursing*, 19(13), pp. 851-854.

Sharples, N. (2013) 'An exploration of deaf women's access to mental health nurse education in the United Kingdom'. *Nurse Education Today*, 33, pp. 976-980.

Vanessa Heaslip, V., Board, M., Duckworth, V., and Thomas, L. (2017) 'Widening participation in nurse education: An integrative literature review'. *Nurse Education Today*, 59, pp. 66-74.

### **Presenter Biographies**

#### **Christopher Seymour**

Christopher Seymour is a spoken word poet and Registered Nurse, with a specialism in Palliative and End of Life Care. He recently joined Manchester Metropolitan University as a full-time Practice Based Learning lecturer in the School of Nursing. He is passionate about discovering new, performative 'ways with words' and has used poetry in his teaching for some years. Christopher's 'Creative reflection, poetry and Nursing' workshop for pre-registration nurses was integrated into the Director of Nursing Fellowship at the Royal Manchester Children's Hospital, after its evaluation results were presented at the Nursing, Midwifery and Allied Healthcare Professionals conference 2021. Christopher has received numerous commissions from health organisations including Manchester University Foundation Trust where he has produced work celebrating staff achievements. Under the name 'Seymour', Christopher performs his own spoken word poetry advocating for mental health awareness and social justice and exploring the challenges/joys of human connection.

#### **Rachel Birch**

Rachel Birch is a Senior Lecturer in Adult Nursing at Manchester Metropolitan University. Her background is in Critical Care nursing, with 11 years experience in the area. Rachel has a passion for teaching, beginning in Critical Care Education, then moving into academia two years ago.

Alongside Critical Care nursing, Rachel's passions are supporting students, facilitating simulation, clinical skills teaching, human factors and management of deteriorating patients.

Prior to Lecturing, Rachel was a Matron and Practice Educator in Critical Care at Salford Royal, including throughout the covid-19 pandemic.

#### **Sam Beckett**

Sam Beckett is a newly qualified mental health nurse. He began his undergraduate nursing training in September 2020 at Manchester Metropolitan University, during the covid-19 pandemic. Sam is a dedicated nurse and is excited to be starting his career in mental health nursing.

Sam is a "non-traditional" learner, as he is deaf. He overcame challenges of studying within a hearing setting, both in University and in clinical placements. For his incredible determination and achievements, he was nominated and shortlisted for mental health nursing student of the year at the Student Nursing Times Awards 2023.



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## Poster 38 | Acceptance and feasibility of delivering an evidence-based digital intervention for palliative care education

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Tuesday, 23rd April - 12:45: Poster Tour E | Innovation in nursing education programmes - Poster - Abstract ID: 80

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*Mrs. Areej Alosimi (University of Nottingham), Prof. Heather Wharrad (University of Nottingham), Dr. Katharine Whittingham (University of Nottingham)*

### Aim of paper

The study assesses the feasibility and accessibility of implementing digital learning in palliative care education in Saudi Arabia. The research investigates whether palliative care nurse education can be effectively delivered through distance learning to improve students' understanding of the subject.

### Abstract

**Context:** Palliative care is a crucial element in nursing, especially with the steep increase in non-communicable diseases. Providing education in palliative care can help elevate the standards of care and address the growing need for it. However, palliative care has not been introduced into nursing curricula, specifically in Saudi Arabia, evidenced by students' inadequate understanding of the subject. Digital learning has been identified as a persuasive and effective method to improve education.

**Research Aim:** The study aims to assess the feasibility and accessibility of implementing digital learning in palliative care education in Saudi Arabia by investigating the potential of delivering palliative care nurse education via distance learning.

**Methodology:** The study utilized a sequential exploratory mixed method approach. Phase one entailed identifying needs, developing a web-based program in phase two, and intervention implementation with a pre-post-test in phase three. Semi-structured interviews were conducted to explore participant perceptions and thoughts regarding the intervention. Data collection incorporate questionnaires and interviews with nursing students.

**Findings:** The study aims to provide insights into the feasibility of implementing digital learning in palliative care education. The results will serve as a foundation to investigate the effectiveness of e-learning interventions in palliative care education among nursing students.

**Theoretical Importance:** This study addresses a crucial gap in palliative care education, especially in nursing curricula, and explores the potential of digital learning to improve education. The results have broad implications for nursing education and the growing need for palliative care globally.

**Conclusion:** The study's findings will lay the groundwork for a larger investigation into the efficacy of e-learning interventions in improving palliative care education among nursing students. The study can potentially contribute to the overall advancement of nursing education and the growing need for palliative care.

### Learning Outcomes

1. The implications of the Co-production method in nursing education.
2. Enhancing palliative care education through digital learning.

### Recommended Reading Titles

N/A

### **Presenter Biographies**

#### **Areej Alosimi**

Areej Alosimi a PhD. candidate at University of Nottingham. My PhD focused on palliative care and digital learning. Additionally, I have expertise in developing online resources, including co-production, design, and theoretical frameworks.

## **2.1 Clinical learning environments**

# The impact of clinical context on the practice assessor's perception of the student nurse's performance in placement: an exploratory narrative inquiry.

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Tuesday, 23rd April - 14:35: 2.1 Clinical learning environments - Oral - Abstract ID: 309

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*Ms. Charlotte Maddison (Oxford Brookes University)*

## **Aim of paper**

This paper aims to provide insight into the perspective of practice assessors, and the way that context influences their judgement and assessment of students.

## **Abstract**

### **Background**

Previous work indicates that context impacts the assessment outcomes of students (Calman et al, 2002, Lewin, 2007, Johnson, 2008) but has predominantly focussed on the learner perspective.

### **Methods**

Adopting an exploratory narrative inquiry to explore the context of clinical practice and the potential impact on the practice assessor's judgement of the student nurse, six practice assessors were interviewed on at least two occasions. Each narrative was explored through the lens of Bourdieu's (1977) Theory of Practice. The inquiry considered how the *habitus* informs the judgements made of the student nurses' performance in clinical practice. It provides a preliminary insight into the structured systems of the practice assessors' nursing *field*, and how they judge if students are successful in accumulating the *capital* necessary to function in those *fields*.

### **Findings**

This study confirms that clinical context and the assessor experience, consciously or unconsciously, impacts the judgement of the student. Additionally, despite proficiencies set by the NMC, there is evidence of tacit assessment criteria based on whether the proficiency 'fitted' the practice assessor's concept of their clinical area, and the expectations of students at different levels.

The practice assessors' narratives suggest that students who possess certain embodied dispositions, pertinent to the specific clinical context, assimilate more easily and appear to be more successful. Furthermore, the socio-political context of health care, and the impact this may have upon the attitudes held by practice assessors, are likely to influence the judgements made of the student.

### **Conclusion**

This study confirms previous findings but provides insight into the perspective of the practice assessor, and the context in which they undertake assessments of students.

## **Learning Outcomes**

1. To recognise and challenge the impact of clinical context upon the judgements made of student nurses, and to generate a wider conversation with key stakeholders regarding the nature and purpose of practice education and assessment.
2. To explore the value of using Bourdieu's theory as a framework for nursing and educational research.

## **Recommended Reading Titles**

Bourdieu P, (1977), Outline of a Theory of Practice, Cambridge University Press, Cambridge, UK.

## **Presenter Biographies**

**Charlotte Maddison**

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Charlotte qualified in 1988 as a registered general nurse (RGN) and worked in a range of medical specialities and hospitals before moving into nurse education in 2000.

During their clinical career Charlotte studied part time for a BA (Hons) in Professional Nursing Studies and completed an MSc in Advanced Healthcare Practice in 2001. The dissertation for the latter explored the support needs of mentors, a subject which has sustained their interest along with the experience of student nurses in the clinical setting. Most recently Charlotte has completed and submitted a thesis in partial fulfilment of the requirements of the Degree of Doctor of Education titled:

*The impact of clinical context on the practice assessor's perception of the student nurse's performance in placement: an exploratory narrative inquiry.*

*Charlotte has published in the subjects of reflective practice, action learning and medicines management.*

# Clinical Learning Experiences of healthcare professional students in a Student-Led Clinical Learning Environment (SLCLE) – A Mixed-Methods Evaluation

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Tuesday, 23rd April - 15:05: 2.1 Clinical learning environments - Oral - Abstract ID: 177

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*Mrs. Sunita Channa (University Hospital Birmingham), Dr. Ruth Pearce (University Hospital Birmingham),  
Prof. Annie Topping (University Hospital Birmingham)*

## Aim of paper

To explore healthcare professional (HCP) students' clinical learning experiences undertaking placements in/on a student-led clinical learning environment (SLCLE), and any changes in self-reported ratings of confidence.

## Abstract

**Background:** The UK NHS is facing pressing workforce shortages (NHS England, 2023 and Buchan et al., 2019). Student-led clinical learning environments (SLCLE) offer a novel approach to increase placement capacity whilst maintaining patient care standards. A multisite NHS Trust adopted the SLCLE model to enhance HCP student preparation for the professional responsibilities on registration.

**Design:** An exploratory mixed-method approach design was used to explore the student learning experience of SLCLE.

**Methods:** An online survey was administered to SLCLE allocated HCP undergraduate and graduate-entry students (132/103; response rate 78%). Face to face focus group and/or individual interviews were conducted with a sub-sample (n=80) of students. Survey data were analysed using descriptive statistics and interviews using framework method (Gale, 2013).

**Results:** Undergraduate and graduate-entry students from four UK universities completed the survey (n=132), 103 students (78%) responded. The majority were year 2 students (n=43/42%), and pursuing nursing programmes (n=82/80%). Most felt the SLCLE placement met expectations (n=76/74%) and reported increased confidence post-placement (n=84/82%), felt supported by staff (n=80/78%), peers (n=93/90%) and clinical educators (n=93/90%). On-line pre-placement information was infrequently accessed yet identified as an omission. Four themes were identified: (i) preconceptions and initial anxiety, (ii) empowerment, growth, and a unique learning experience (iii) collaborative inter-professional learning and support and (iv) insights and anticipations.

**Conclusions:** The SLCLE allocation enhanced students' clinical confidence and knowledge. Support from clinical educators, ward staff, and doctors was invaluable for creating positive learning culture. The format/method of providing pre-placement information needs further consideration. Peer support and opportunities to lead care delivery contributed to students' professional development. Overall, the SLCLE experience offers much potential as a nurturing and effective learning environment for HCP students.

## Learning Outcomes

1. Recognise the potential of operationalising the Student Led Clinical Learning Environment model to maximise quality placement expansion.
2. Examine the impacts of the Student Led Clinical Learning Environment model on student experience.
3. Critically examine the potential, development, investment, and sustainability of innovative placement expansion models to contribute to delivery of the NHS Long-Term Workforce Plan.

**Recommended Reading Titles**

1. Placement expansion
2. Student experience
3. Student led learning

**References for abstract:**

1. NHS England(2023) The NHS Long Term Workforce Plan <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.1.pdf> Accessed 07-07-23
2. Buchan J, et al., (2019) Falling short: the NHS workforce challenge. Health Foundation, London. <https://www.health.org.uk/publications/reports/falling-short-the-nhsworkforce-challenge>, Accessed June 2023
3. Gale ,N.K, et al(2013) Using the framework method for the analysis of qualitative data in multi-disciplinary health research. BMC Medical Research Methodology.13:117

**Presenter Biographies****Sunita Channa**

Sunita Channa works as a Research Associate for the School of Nursing, Allied Healthcare Professionals and Midwifery at the University Hospitals Birmingham NHS Foundation Trust. She is currently responsible for evaluating an innovative student-led clinical learning environment (SLCLEs) at UHB. Sunita has over fourteen years of applied health care research experience to improve health care and service delivery. She has also been involved in evaluating digital technologies to improve patient outcomes (University of Birmingham). She has worked as a Research Fellow and PPI Liaison for the NIHR CLAHRC West Midlands (University of Warwick) and CLAHRC Birmingham and Black Country.

**Ruth Pearce**

Dr Pearce, an experienced nurse academic with extensive knowledge and skills in developing and delivering professional education to healthcare professionals. As former Director of Education and Student Experience at University of Nottingham, and now Head of School of Nursing, AHPs and Midwifery at University Hospital Birmingham NHS Foundation Trust, she is at the forefront of pioneering new models of support and clinical education to facilitate positive learning experiences, support health and well-being and foster a sense of belonging to UHB, making it the preferred place for students/staff to build their careers. Ruth is current Senior Responsible Officer and Chair of Birmingham and Solihull Education Collaborative. She is Principal Fellow with AdvanceHE, Honorary Associate Professor at University of Nottingham, sits on the UK Advanced Practice Research Academy and worked nationally with NHSE on Advanced Clinical Practice with publications in the field. She is passionate about innovative learning strategies and learner-led education.

**Annie Topping**

Professor Topping is a registered nurse, health service researcher and educator. Her primary interest is improving patient outcomes and care delivery through research focusing on clinical challenges and workforce. She has extensive experience in qualitative, mixed methods and improvement science approaches. Annie was appointed Professor of Nursing at the University of Birmingham in partnership with University Hospital Birmingham NHS Foundation Trust in 2017 and since has been actively involved in building research capacity and capability and mentoring aspirant healthcare practitioner researchers. She has held a number of national positions in the UK and the Middle East and currently is a member of the NIHR Academy, Selection Committee Chair for NIHR INSIGHT and Pre-Application Support Fund Schemes, Chair of the Council of Deans (UK) Advanced Clinical Practice Network, member of the Editorial Board of the Journal of Research in Nursing and co-editor of BMC Medical Education.

## **2.2 Simulation based learning**



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# Delivering 600 hours of simulation in pre-registration nursing programmes: Benefits, Barriers and Lessons Learned.

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Tuesday, 23rd April - 14:35: 2.2 Simulation based learning - Oral - Abstract ID: 253

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*Mr. Ronnie Meechan (Birmingham Newman University), Mr. Matthew Aldridge (Birmingham Newman University)*

## Aim of paper

Clinical simulation within Nursing and Healthcare programmes is now well established with many programmes having some form of clinical simulation to augment and support learning within practice environments. Students and practitioners views on the effectiveness of simulation is also debatable with varying levels of success. The Nursing and Midwifery Council now state that approved programmes may use up to 600 hours of the 2300 hours practice component. This paper aims to outline how a School of Nursing and Allied Health have developed and designed a three year pre-registration nursing programme against this new requirement. Benefits and challenges will be outlined.

## Abstract

This abstract outlines how a School of Nursing and Allied Health have designed and developed three year pre-registration adult and mental health nursing programme to incorporate simulated practice in each year/part of its programme. Evidence shows that simulation can improve learner confidence, develop preparation for practice and enhance patient safety. Our model of design and delivery will demonstrate how we have used simulated practice will to augment practice learning opportunities which allow students to meet the communication and relationship management skills (annexe A) and nursing procedures (annexe B). There are five weeks of simulated practice placement experiences in each year/part of our programme that fully comply with the NMC Future Nurse Standards.

Our simulated practice learning programme includes activities with our experts by experience (EBE's) both within the simulation facilities and on-line using Microsoft Teams. Patient simulators as well as standardised patients/actors are also used to enhance and increase the learning activities as students move through the programme.

Learner analytics functions such as SEATS, Moodle and ePAD are employed to ensure monitoring of fulfilment of requisite practice hours components. Standards of Student Supervision and Assessment (SSSA standards) apply whilst students are in simulated placements. This is facilitated by a team of registrants, acting as Practice Assessors (PAs), who have had experience of student supervision and assessment, and have undergone SSSA PA preparation by Newman University.

For the purposes of quality, simulated practice placements are treated as a practice learning environment in the same way as a real world practice environment. Being one of a few institutions to be granted the full 600 hours we will demonstrate how we worked with partners to ensure activities are co-created and co-supported by practice assessors and how we manage the increasing complexity of resource intensity against student satisfaction and financial cost.

## Learning Outcomes

1. To develop an understanding of to plan for simulation activities that meets and address the NMC Future Nurse standards in a changing and dynamic environment.
2. Provide an overview of the benefits and challenges of using the full 600 hours of simulation
3. Provide an overview of how to ensure compliance with the SSSA and how to best use Practice Assessors and Practice Supervisors to support learning activities within simulated practice activities

### **Recommended Reading Titles**

International Nursing Association for Clinical and Simulated Learning (INACSL) Standards of Best Practice: Simulation Available at: <https://www.inacsl.org/inacsl-standards-of-best-practice>

Parker, B.C., Myrick, F. (2009) A critical examination of high-fidelity human patient simulation within the context of nursing pedagogy. *Nurse Education Today*, 29, 322-329. doi:10.1016/j.ne

### **Presenter Biographies**

#### **Ronnie Meechan**

Ronnie Meechan is the Head of School (Associate Dean) Nursing and Allied Health within the Faculty of Arts, Society and Professional Studies. Ronnie is a qualified Adult and Mental Health Nurse. Before joining Newman University Ronnie was the Head of Education in the Institute of Clinical Sciences at the University of Birmingham and the Head of Pre-Registration Nursing at the University of Birmingham.

Ronnie was recognised for his outstanding contribution to student learning and student voice whilst at the University of Birmingham in 2020 and was awarded the HEFi teacher of the year award. In 2015 Ronnie was a shortlisted finalist for the National Student Nursing Times Awards by nursing students at Kingston University London for his contribution to student voice and student support.

Ronnie maintains links with practice through his work undertaking his role as a Nursing and Midwifery Council Registrant Visitor.

#### **Matthew Aldridge**

After working as a clinical front-line nurse in both accident and emergency and custodial healthcare, Matt moved into higher education to pursue his interest of developing high quality education for future generations of health care professionals. He is highly innovative; having developed, delivered and evaluated a number of novel learning and teaching initiatives across a career spanning three higher education institutions. including the use of simulated practice, creation of reusable learning objects and online virtual learning environments.

Matt has a keen interest in inter-professional education, particularly focussing on the use of problem-based learning and simulation to promote authenticity and student engagement in the learning experience. He has extensive experience of curriculum design, approval, validation, and quality assurance across nursing and allied health programmes for the HEI sector. Matt is the Head of Placement and Simulation at Birmingham Newman University, where he oversees the implementation of simulation in the nursing curriculum.

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# Implementing a simulated practice placement experience: are we doing it right?

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Tuesday, 23rd April - 15:05: 2.2 Simulation based learning - Oral - Abstract ID: 199

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*Mrs. Barbara Davies (Northumbria University), Dr. Claire Ford (Northumbria University), Dr. Laura Park (Northumbria University), Mr. James Wade (Northumbria University), Mrs. Nicola Aldridge (Northumbria University)*

## **Aim of paper**

Present on a collaborative approach to implementing a 2nd year simulated practice learning innovation in line with NMC 2023 Nurse Education Standards.

## **Abstract**

**Background:** A simulated practice learning experience was developed in response to feedback from students, practice partners, and academic staff. The pedagogical approaches used included skills stations, skills assessments, simulation events, and immersive and technology-enhanced learning platforms. These approaches created an engaging learning environment that supported skill assessment and knowledge development, preparing students for progression into year 3. Approximately 1000 students participated in the 4-week program in 2022 and 2023. However, to ensure that the program was in line with NMC requirements and fit for purpose, its success and limitations needed to be explored and reviewed.

**Research and practicalities:** A realistic evaluation approach adopted across both iterations explored stakeholder and student perspectives. In 2022, surveys were completed by stakeholders and students and thematically analysed independently before being shared to triangulate results. To support future development, co-production, and sustainability, 6 focus groups with 57 students were undertaken in July 2023.

**Results and the way forward:** Simulated practice learning proved highly beneficial for nursing students in 2022. It provided immersive, practical, and hands-on experiences. It allowed for independent learning, proficiency sign-off, and exploration of new areas. Experts' involvement made it more authentic, and skill rehearsal helped achieve proficiencies that may not have been possible in field-specific placements. In 2023, it is expected that data will provide insight into the significance of simulated practice learning in curricula, its role in placement assessment, and the potential challenges that teams may encounter. This information will aid in the development of a national guideline to facilitate the implementation, integration, and sustainability of simulated practice learning.

## **Learning Outcomes**

- To describe the application of the simulated practice learning hours innovation
- To demonstrate the contextualisation of simulated practice learning to avoid any pitfalls
- To highlight the benefits of the simulated practice placement experience innovation for all involved.

## **Recommended Reading Titles**

Health Education England (2020) *Enhancing education, clinical practice and staff wellbeing. A national vision for the role of simulation and immersive learning technologies in health and care*. London: Health Education England.

Foronda, C. L., Fernandez-Burgos, M., Nadeau, C., Kelley, C. N., and Henry M. N. (2020) 'Virtual Simulation in Nursing Education: A Systematic Review Spanning 1996 to 2018', *Simul Health*. 15(1), pp. 46-54.

Nursing and Midwifery Council (2023) Simulated Practice Learning. Available at: <https://www.nmc.org.uk/standards/guidance/supporting-information-for-our-education-and-training-standards/simulated-practice-learning/> (Accessed: 20/10/23).

### **Presenter Biographies**

#### **Barbara Davies**

Barbara has 20 years experience working with children, young people and families in a variety of roles. Her final clinical post was as a Paediatric Rheumatology Nurse Specialist setting up a paediatric regional rheumatology service. Moving into academia, Barbara is involved in teaching and research. Research interests lie within paediatric rheumatology, family nursing, student mentor relationships and observation of students in practice. Barbara is a Senior Fellow of the Higher Education Academy and a member of the Executive Group of the IFNA – UK and Ireland Chapter.

#### **Claire Ford**

Claire joined the teaching team at Northumbria University in 2013, having spent time working in perioperative care and completing a Postgraduate Diploma in Midwifery. She studied for her BSc (Hons) and PG Dip at Northumbria University, and won academic awards for both. Claire teaches a range of modules in national and international preregistration healthcare programmes. In addition to teaching, Claire is involved in several research projects ranging from the examination of pain practices in perioperative care, to exploring the use of technology-enhanced learning and virtual reality. Claire has a passion for pain management, clinical skills, women's health, gynaecology, perioperative care, and simulation and has published many articles. She also has an interest in using other forms of media and technology to facilitate learning and is the co-founder of the 'Skills for Practice' website. In 2016, the website was shortlisted for the Student Nursing Times Awards, Teaching Innovation of the Year.

#### **Laura Park**

Laura is an assistant professor in adult nursing at Northumbria University, her nursing background is within stroke care. Laura's teaching and research passions include clinical skills, TEL, interprofessional learning, and international education. In 2016, along with Dr Claire Ford, Laura was shortlisted for the Student Nursing Times Awards – Teaching Innovation of the Year. Laura is involved in several research projects and was awarded her PhD in 2021. In addition Laura has been a chapter co-author in a 2018 Nurse Associate book, a 2020 Nursing pharmacology book, and in a number of journal publications 2018-2022.

## **2.3 Workforce retention**

# Implementing ACCEND within Greater Manchester - supporting development and retention of our future cancer workforce

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Tuesday, 23rd April - 14:35: 2.3 Workforce retention - Oral - Abstract ID: 142

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*Mrs. Claire Clarkson (Greater Manchester Cancer Alliance), Mrs. Clare Greenbaum (Greater Manchester Cancer Alliance), Mrs. Rebecca Costello (Greater Manchester Cancer Alliance)*

## **Aim of paper**

The aim of this paper is to provide insight into the first phase of implementation of the Aspirant Cancer Career Education and Development programme within the Greater Manchester cancer workforce. The paper will explore the initial phase of implementation in practice, highlighting successes and share lessons learnt.

## **Abstract**

The Aspirant Cancer Career and Education Development (ACCEND) programme provides clear guidance on knowledge, skills and capabilities required by Non-Medical professionals at all levels of practice. ACCEND is a multi-partnership national programme including NHS England, Macmillan, UKONs, RCN and Cancer Alliances including Greater Manchester (GM) Cancer Alliance. As part of GM Targeted Practice Education Project, two blended practice educator roles were recruited to work in collaboration with two localities to embed the ACCEND framework and use this to support growth of our current workforce and attract the future workforce. Working alongside CNS teams and lead cancer nurses to teams were supported in using the self-assessment tool to highlight potential areas for development and inform appraisal discussions. 62% of the workforce surveyed didn't have a personal development plan (PDP) therefore completing the self-assessment helped inform 1:1 discussion and setting of short- and long-term goals. During the project, the ACCEND framework has proven to be a growth tool that can empower individuals to have career conversations and identify training and educational needs to support personal development or progression if this is their aspiration. Allowing the workforce to realise and reach their potential and enjoy their role, aiding workforce retention and keeping great talent within GM cancer services.

The ACCEND programme will support the standardisation of roles and standard of practice, which will help to reduce inequalities in the quality of care provided to cancer patients across Greater Manchester. The framework will also help to reduce inequalities in access to education across the GM Cancer system by ensuring the Non-Medical workforce has a personal development plan in place to support their training needs. By utilising the framework, we can aim to improve staff well-being, job satisfaction and retention by supporting a rewarding career pathway.

## **Learning Outcomes**

- There need to be a change in mindset and ACCEND provide this opportunity. It can be used for those new to role and underpin induction programmes to provide clear guidance on knowledge skills and capabilities required at all levels of practice.
- One approach does not fit all - this is a growth tool to be used and applied at different stages in career.
- ACCEND framework can be used to help inform workforce and job planning - creating a more responsive and agile service.

## **Recommended Reading Titles**

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Career Pathway, Core Cancer Capabilities and Education Framework for the Supportive, Assistive and Registered Nursing and Allied Health Professions Workforce (2023) Available at: Career Pathway, Core Cancer Capabilities and Education Framework ([hee.nhs.uk](http://hee.nhs.uk))

Potter, L., & Taylor, V. (2022). Securing future cancer care. *British Journal of Nursing*, 31(5), S3. <https://doi.org/10.12968/bjon.2022.31.5.S3>

NHS England, 2023, NHS Long Term Workforce Plan, [Online] , Available at: NHS Long Term Workforce Plan ([england.nhs.uk](http://england.nhs.uk))

### **Presenter Biographies**

#### **Claire Clarkson**

Claire qualified as a therapeutic radiographer in 2009. Claire has worked within both photon and proton services and within treatment and pre-treatment areas. Claire has also been part of the radiotherapy education team where she explored the clinical skill mix and supported the CPEP project within COVID. Her current role is a cancer workforce and education project manager for Greater Manchester Cancer Alliance where she works on projects that aim to grow and develop a workforce that is responsive to the needs of those affected by cancer. Claire is passionate about helping the workforce realise the opportunity and potential to work outside their traditional professional boundaries.

#### **Clare Greenbaum**

Clare has been a nurse for 23 years and worked as an advanced clinical practitioner since 2011. Recently working in radiotherapy at The Christie @ Macclesfield/Salford satellite units. Her current role is TPEP Lead Practice Educator – Bolton Site. Clare is currently in her 4th year (part time) as a PhD student: Exploring the experiences of people who present with metastatic spinal cord compression with malignancy of unknown origin (grounded theory approach). Clare loves supporting the improvement of cancer care for both patients and my colleagues in both specialist and generalists settings.

#### **Rebecca Costello**

Rebecca has worked as a Colorectal CNS since 2007 at Stockport NHS FT. She developed from a band 6 CNS to a Senior band 7 CNS in the Colorectal Nursing team. Rebecca started her role as TPEP Lead Practice Educator for Greater Manchester Cancer Alliance in April 2023. The role is a year secondment that offers Rebecca a blended role maintaining clinical duties whilst working on the project to expand student placements in cancer services and implement ACCEND. Rebecca is passionate about empowering workforce to reach their full potential through education and development.

# A Time, A Place and A Face. An approach to placement allocation to enhance retention of pre-registration adult-field student nurses

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Tuesday, 23rd April - 15:05: 2.3 Workforce retention - Oral - Abstract ID: 240

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*Dr. Rebekah Hill (University of East Anglia)*

## **Aim of paper**

The aim of this unique study is to enhance student retention by introducing and increasing a range of placement support measures which focus on fostering a greater sense of belonging to the clinical and academic institutions.

## **Abstract**

Attrition in student nursing programmes is a major issue (NHS Improvement 2019), contributing to the shortage of qualified nurses nationally. For student nurses, the underpinning factors are complex and multi-faceted (Edge and Galdstone, 2022), and the ways these interplay are poorly understood in creating such high levels of attrition (25%) (Buchan et al 2019). Positive clinical placement experiences are essential to student retention (Williamson et al 2013), Students need to be supported in clinical practice in a number of ways to enhance retention. Students need to feel a sense of belonging, have support readily available, and be engaged with their Higher Education Institution (HEI), as well as their placement organisation. Previous studies have explored the effect of individual placement changes (Hamshire et al 2019), but, to our knowledge, introducing a range of improvements at one time is a novel approach. Hence, we plan to introduce a new project: "A Time A Place and A Face" to increase support and belonging for adult-field nursing pre-registration students whilst on clinical placement.

Changes include: providing students with a choice of placements, earlier notification and a home hub base for their placement pathway ("A Place"); students will be able to contribute to, and know their duty rotas, six weeks in advance ("A Time"); students will know who they will be working with, how to get in touch with them and how they will be supported on placement, facilitated by providing a photo, a weekly meeting and contact details of the Clinical Educator, as well as maintaining links with the university via a Link Lecturer and other students, ("A Face").

## **Learning Outcomes**

- Provide an overview of the Time Place Face retention project
- Describe the impact of the project on students and Educators
- Report the projects evaluation data

## **Recommended Reading Titles**

Buchan, J. Charlesworth, A. Gershlick, B. Seccombe, I. 2019 A critical moment: NHS staffing trends, retention and attrition. The Health Foundation.. [www.health.org.uk](http://www.health.org.uk)

Edge, D., & Gladstone, N. (2022). Exploring support strategies for improving nursing student retention. *Nursing Standard*, 37(9):28-33.

Hamshire, C., Jack, K., Forsyth, R., Langan, A. M., & Harris, W. E. (2019). The wicked problem of healthcare student attrition. *Nursing Inquiry*, 26(3), e12294.

Williamson, G. R., Health, V., & Proctor-Childs, T. (2013). Vocation, friendship, and resilience: a study exploring nursing student and staff views on retention and attrition. *The Open Nursing Journal*, 7, 149.



## **Presenter Biographies**

### **Rebekah Hill**

Dr Rebekah Hill is an Associate Professor in the School of Health Sciences at the University of East Anglia. Rebekah works as an Adult Nurse Lecturer and has a special interest in student experience, clinical placements, student retention and assessment methods. As a RCN Gastroenterology Forum Committee Member, Rebekah maintains clinical links within Gastroenterology and Hepatology, having worked within this area for many years, completing her PhD on the Experience of Living with Hepatitis C.

## **2.4 Innovations in nursing education programmes**

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# Registered Nurses' perceptions of Nursing Associates Professional Identity

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Tuesday, 23rd April - 14:35: 2.4 Innovations in nursing education programmes - Oral - Abstract ID: 101

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*Mrs. Aleeza Khan (University of Bolton), Prof. Russell Gurbutt (University of Bolton)*

### **Aim of paper**

The aim of the paper is to explore Registered Nurses' perspectives of the Nursing Associate role and professional identity.

### **Abstract**

The NA role introduced in 2017 by Health Education England (NHSE) and in 2019 was agreed to be regulated by the NMC. The NA role bridges the gap between Healthcare assistants and Registered Nurses (RN) enabling the RNs to focus on complex care and patients. The role was established secondary to the findings of the Francis Report (2012), Cavendish Review (2013) and Willis Report (2015) and it was highlighted this role would help build capacity of the nursing workforce and the delivery of high-quality care whilst supporting RNs. With over 9000 NAs on the NMC register and more in training, it is important to understand RN perceptions of the NA workforce.

A qualitative survey completed by RNs in 2022 captured their perceptions of the NA role and the NAs professional identity. Twenty-three respondents provided rich detailed information on the NA role through direct interactions with NAs in their working areas. The findings show that there is lack of awareness of the role and scope of an NA with a specific focus on what an NA can do and cannot do. Respondents agreed this was a bridging role supporting the RN but on the other hand, some respondents felt the NA role was taking the place of an RN. The findings will build on RN perceptions of NAs professional identity.

### **Learning Outcomes**

1. What are the RN perceptions of the NA role and NA Professional identity
2. The RN perceptions can influence professional identity, identify factors influencing professional identity
3. Outline recommendations from the research and next steps

### **Recommended Reading Titles**

Cavendish, C (2013) *The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS and Social Care Settings*, London: Department of Health.

Glasper, A. (2017). The regulation of the Nursing Associate profession: an overview. *British journal of healthcare assistants*. 12 (1) pp 38-40.

Hoeve, Y., Jansen, G., Roodbol, P (2013), The nursing profession: public image, self-concept and professional identity. A discussion paper, *Journal of Advanced Nursing*, 70(2), pp 295-309.

### **Presenter Biographies**

#### **Aleeza Khan**

I have worked at The University of Bolton since 2019 as an Assistant Professor and Programme Lead for the FDsc HE Trainee Nursing Associate Programme. I am a Registered Nurse by background and still practice in my local NHS Trust. I am a Doctoral student exploring Trainee Nursing Associates and Nursing Associates professional identity. My areas of interest are: Nursing Research, Learner engagement, Learner/Staff well-being.

## **Bridges and barriers; What factors affect Students completing the Self-directed Element of an Advanced Clinical Skills course?**

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Tuesday, 23rd April - 15:05: 2.4 Innovations in nursing education programmes - Oral - Abstract ID: 206

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*Mr. Neil Harrison (Northumbria Healthcare NHS Foundation Trust), Mrs. Amy Stein (Northumbria Healthcare NHS Foundation Trust), Dr. Jenny Yeo (Northumbria Healthcare NHS Foundation Trust)*

### **Aim of paper**

To explore factors which affected successful completion of the self-directed element of a clinical skills course with the aim of improving support to students in this phase of the course. In order to reduce the loss of organisational and personal investment in non-completion.

### **Abstract**

The rise in enhanced practice roles for nurses has led to the development of advanced clinical skills programmes. Many such programmes assess students through examinations and OSCEs but Lloyd-Jones (2005) notes that 'in addition to formal education, specific preparation is required for specialist and advanced nursing roles'. There is increasing understanding that successful transition to enhanced roles requires attention to other factors (Moran and Nairn 2018).

Northumbria NHS trust run a university accredited advanced clinical skills course aimed at registered nurses wishing to develop their professional practice.

It is a three stage course; stage 1 is predominantly classroom based and assessed by written examination and OSCE. Successful students progress to stage 2 in which they return to clinical practice to consolidate their learning with support of clinical and educational supervisors. Finally, students present a complex case to the teaching faculty demonstrating safe, autonomous, and advanced practice.

A significant number of students do not complete stage 2, reflecting a loss of resource. We wished to understand what factors facilitate completion of stage 2, enabling successful transition from classroom based learning to clinical practice.

We undertook a mixed methods study using a combination of survey and qualitative interviews. Recent former students were surveyed and purposive sampling used to identify those to interview. Interviews were semi-structured and audio-recorded. Thematic analysis was used to analyse transcripts to identify common themes. Results showed that successful completion of stage 2 of the course was multi-factorial with organisational and clinical support as well as personal factors important. Adjustments have been made such as improving links with clinical supervisors and remote learning opportunities. Further research is required to evaluate these changes. Better understanding of these factors is crucial for organisations, educationalists and learners to enable successful transition to enhanced practice roles after an advanced clinical skills course.

### **Learning Outcomes**

- Learn about an in house NHS advanced clinical skills programme
- Understanding that the factors affecting successful transition to advanced nursing roles are complex
- Be aware that attention to organisational, educational and learner factors is important with specific educational initiatives suggested by the research team

**Recommended Reading Titles**

Moran, G and Nairn, S (2018) 'How does role transition affect the experience of trainee Advanced Clinical Practitioners: Qualitative evidence synthesis.' *Journal of Advanced Nursing* 74; p251-262

Johnson, A and Harrison, T (2022) 'Advanced Practice Registered Nurse Transition to practice in the Long-term care setting: An Ethnography'. *Global Qualitative Nursing Research*, 9, p1-13

Vaismoradi, M et al (2016) 'Theme Development in qualitative content analysis and thematic analysis.' *Journal of Nursing Education and Practice*, 6, (5), p100-110

**Presenter Biographies**

**Neil Harrison**

I qualified as an RN Dip HE (Adult) from Northumbria University in 1999.

MY Clinical experience is in Accident and Emergency, Neuro Intensive Care, Clinical Research and Anaesthetics and Recovery.

I completed my BA in Nursing Practice in 2006

I have held a post as a Part Time Lecturer Practitioner at the Northumbria NHS Healthcare Trust since 2015.

Teaching on 'in-house' Advanced Clinical Skills and Deteriorating Patient Courses aimed primarily at Qualified Nurses

## **2.5 Health Care Support Workers**

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# Recruiting and delivering our own in-house apprenticeships for Healthcare Assistants

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Tuesday, 23rd April - 14:35: 2.5 Health Care Support Workers - Oral - Abstract ID: 57

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*Mrs. Maggie Maxfield (Royal Free London NHS Foundation Trust)*

## **Aim of paper**

With the difficulties of recruiting and retaining healthcare assistants, we have developed the HCSW Level 2 apprenticeship as a Department for Education approved training provider of apprenticeships to ensure high quality education and training for our 'new to care' healthcare assistants. Our aims were to widen participation and encourage people from our local community by recruiting for attitudes and values and training for skills to enable them to access a career in healthcare that is the start of the career pathway to Registered Nurse - all through apprenticeships.

## **Abstract**

We began our journey as a main provider in June 2019 after a few years of subcontracting our Healthcare support worker apprenticeship. We felt that we had the experience, knowledge, and education faculty to start to recruit and deliver this ourselves without the input of a third party. We are one of only a small number of NHS organisations that delivers their own in-house apprenticeship.

The programme is delivered in modular format to enable Healthcare Assistants to start the programme as soon as they join the Trust. The curriculum ensures that the apprentices build essential knowledge and skills over time and is sequenced to ensure that the apprenticeship standard is met. We utilise an E-portfolio that includes a skills radar, individual learning plans, progress reviews, assignments, and observations in practice.

We work with nursing workforce to identify the apprenticeship position numbers and recruit 3 times a year with ward managers and nurse education forming the interview panel. The recruitment process includes information sessions for applicants; English and maths assessments for longlisted candidates; interviews for those that achieve level 1 in English and maths and keeping warm sessions for successful applicants navigating their way through TRAC for the first time. This apprenticeship is attractive to a wide range of people from all ages and backgrounds who are aspiring to a career in healthcare.

As a main provider we had a monitoring visit from Ofsted in July 2021 and a full Ofsted inspection in July 2023 where we were rated as a Good provider. The ward managers and apprentices evaluate the programme positively with most of our apprentices gaining a merit in their End Point Assessment. We find that our HCA Apprentices often progress to the Trainee Nursing Associate Apprenticeship and do well as they are used to working, learning and earning.

## **Learning Outcomes**

- What does it mean to be a main provider of apprenticeships?
- What governance arrangements do you need to have in place?
- What professional development do your educators require?
- How do you prepare ward managers and educators for apprenticeships?
- Recruiting to apprenticeships
- What is the role of Ofsted and how do you quality assure apprenticeships

### **Recommended Reading Titles**

<https://www.gov.uk/government/organisations/ofsted> accessed 25/09/2023 15:50

Healthcare support worker (Level 2) <https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/103> accessed 25/09/2023 15:50

Register of Apprenticeship Training Providers: how to apply

<https://www.gov.uk/guidance/register-of-apprenticeship-training-providers> accessed 25/09/2023 15:50

### **Presenter Biographies**

#### **Maggie Maxfield**

Maggie is Head of Nursing and Midwifery Education, Royal Free London NHS Foundation Trust. She is a registered nurse with a background in critical care nursing. She started her journey in education in 1999 and worked as a lead nurse for Pre and Post registered nursing and bands 2-4. She is passionate about widening participation and having education and career pathways for all non-registered and registered staff. She has a MA in Practice Education and has undertaken coaching and leadership courses.



## **2.6 Genomics**

# Establishing the core principles of genomics education for the pre-registration Nursing curriculum

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Tuesday, 23rd April - 14:35: 2.6 Genomics - Oral - Abstract ID: 209

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*Dr. Lorraine Robinson (King's College London), Dr. Ehsan Khan (King's College London), Dr. Rebecca Elliott (King's College London), Ms. Heidi Brandon (St George's University Hospitals NHS Foundation Trust / South East Genomic Medicine Service Alliance and Genomic Laboratory Hub), Ms. Corinne Trim (North Thames Genomic Medicine Service), Mr. Dominic Studart (South East Genomic Medicine Service Alliance), Dr. Tootie Bueser (Guy's and St Thomas' NHS Foundation Trust), Mr. Ben Murphy (City University London)*

## **Aim of paper**

To draw consensus on the core principles and collate available learning resources to support integration of genomics education into the pre-registration Nursing and Midwifery curriculum.

## **Abstract**

The NHS and WHO and the global genomics nursing alliance (G2NA, [www.g2na.org](http://www.g2na.org)) have advocated for the inclusion of genomics in healthcare education and practice both in the UK and globally. There is a need for development and integration of this evolving knowledge within nursing and midwifery education (Tonkin et al., 2020) to prepare the workforce to be able to utilise genomics in everyday practice. Both the Standards of Proficiency for Registered Nurses (2018) and the Standards of Proficiency for Midwives (2019) include learning outcomes related to genomics, but limited detail is available about the focus and direction for HEIs and their curriculums. Strategies such as Reporting Item Standards for Education and its Evaluation in Genomics (RISE2 Genomics) (Nisselle et al., 2021) have provided some clarity regarding detailed standards that may be included in the curriculums.

In 2021 a joint Pan London HEI/Genomic Medical Alliance collaboration was established to provide more detailed guidelines for HEIs on genomics education in pre-registration curriculums. The focus of the group was on setting out clear principles that each HEI could utilise in their own programmes and linking these principles to available educational resources. The main themes from the collaboration included three overarching areas that underpinned the principles, and these were genomics fundamentals, ethical social and psychological issues, and mainstreaming genetics/ genomics. The next steps in the initiative are to support HEIs to identify appropriate locations in the curriculum to disseminate the knowledge, including a strategy to ensure that these principles are translated into learning within the clinical practice setting. The principles have been published on the NHS Genomics Education Programme website (<https://www.genomicseducation.hee.nhs.uk/nursing-and-midwifery-core-principles-in-genomics/>) to ensure dissemination, feedback from other HEIs and support of educators with shared resources including the nursing educator toolkit.

## **Learning Outcomes**

1. Gain awareness of the drive to equip student nurses and midwives with the knowledge and skills to practice effectively in the genomics-era on registration.
2. Consider how the core principles and resources could be applied to student learning at Higher Education Institutes and during clinical placements.

## **Recommended Reading Titles**

Nursing and midwifery: core principles in genomics - <https://www.genomicseducation.hee.nhs.uk/nursing-and-midwifery-core-principles-in-genomics/>

**Presenter Biographies**

**Lorraine Robinson**

Senior Lecturer, King's College London

**Ehsan Khan**

Senior Lecturer, King's College London

**Rebecca Elliott**

Teaching Fellow, King's College London

**Heidy Brandon**

Principal Genetic Counsellor with the South West Thames Regional Genomics Service based at St George's Hospital, South East Genomic Medicine Service Alliance Education, Training and Workforce Development lead, and Honorary senior Lecturer for St George's University of London.

**Corinne Trim**

Education and Training Lead, North Thames Genomic Medicine Service

**Dominic Studart**

Lead Nurse South East Genomic Medicine Service Alliance, St George's University Hospitals NHS Foundation Trust and Interim Lead Nurse North Thames Genomic Medicine Service Alliance, Barts Health NHS Trust.

**Tootie Bueser**

Director for Nursing & Midwifery, Guy's and St Thomas' NHS Foundation Trust, and Chief Nurse, North Thames Genomic Medicine Service Alliance.

**Ben Murphy**

Lecturer, City University

# Upskilling the front-line clinical workforce in genomics via an innovative postgraduate course with proven positive impact on learners and service delivery.

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Tuesday, 23rd April - 15:05: 2.6 Genomics - Oral - Abstract ID: 257

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*Prof. Aniko Varadi (University of the West of England), Ms. Catherine Carpenter-Clawson (South West Surgery in Children Operational Delivery Network), Ms. Melanie Watson (National Genomic Education NHS England), Ms. Alison Pope (National Genomics Education NHS England), Ms. Kathleen Lynch (National Genomic Education NHS England), Dr. Tracie Miles (NHS South West GMSA), Ms. Donna Kirwan (NHS England), Ms. Dany Bell (Macmillan Cancer Support), Ms. Maureen Talbot (British Heart Foundation)*

## **Aim of paper**

To develop and fully evaluate a postgraduate module suitable for the frontline workforce (e.g.: nurses, midwives) to successfully embed genomics into clinical practice.

## **Abstract**

The UK is recognised worldwide as a leader in genomics. The ambition of embedding genomic medicine in the diagnostic pathway requires involvement of the front-line clinical workforce, known as ‘mainstreaming’. Our earlier work showed that nurses lack knowledge and confidence in genomics; and identified easy to follow competencies for mainstreaming (Carpenter-Clawson et al., *Frontiers in Genetics* 2023).

Using our competency framework, we developed a 25 weeklong postgraduate online course comprising synchronous and asynchronous virtual lectures/tutorials and interaction within the cohort and with instructors. The module contains a “*Talking Genetics*” unit recognizing that aspects of genetic counselling will become part of the mainstreamed health service. To enhance genomic literacy the course includes “*Cancer Genetic/Genomics*”, “*Rare and Inherited conditions*” and “*Pharmacogenetics*” units. Key genetic/genomic concepts are illustrated via practice-relevant genetic conditions linked to tailored communication and appreciation the rights of all individuals to make their own informed decisions and voluntary action.

Three cohorts of nurses (n=122) completed this new module between 2019-2022. Impact on their competence and confidence in delivering genomics as part of routine care immediately and 12 months after completion was evaluated using the Kirkpatrick four-level training model. Professionals were surveyed and data analysed using parametric/non-parametric statistical tools, and thematic analysis. Our data (n=91; 75% response rate) indicate significant increase in confidence from score 2 to 4 measured on a 5-point Likert scale (1 “*Low confidence*”; 5 “*High confidence*”) in all 13 competency areas after completion of the course; learners reported behavioral change, application of the newly gained skills to practice and service improvements through the development of, for example new nurse-led BRCA and Lynch services; several of our learners took up new roles, responsibilities to deliver genomic services.

This is the first competency-based fully evaluated genomic course for the frontline workforce that has clear positive impacts on learners and services.

## **Learning Outcomes**

- To appreciate the importance of genomics in routine clinical care.
- To understand the competency framework that enables the non-genomic specialist clinical workforce to deliver genomics in routine care.
- To learn about suitable education approaches that support delivery of practice relevant content with clear benefits for learners and health services.

**Recommended Reading Titles**

Carpenter-Clawson, C., Watson, M., Pope, A., Lynch, K., Miles, T., Bell, D., Talbot, M., Varadi, A. Competencies of the UK nursing and midwifery workforce to mainstream genomics in the National Health Service: the ongoing gap between perceived importance and confidence in genomics. *Front. Genet.*, 16 June 2023 Sec. ELSI in Science and Genetics Volume 14 - 2023 | <https://doi.org/10.3389/fgene.2023.1125599>

**Presenter Biographies****Aniko Varadi**

I am a professor in Biomedical Research at the University of the West of England, Bristol. I became interested in genetics/genomics in the mid 90' and used many of the molecular technologies for my research. In 2019 my team delivered the first postgraduate module in genomics specifically designed for nurses and midwives. To date we educated over 170 professionals, developed a new PGCert in Genomics programme and very proud that many of our past students are now leading on genomics transformation projects all over the country, demonstrating that mainstreaming can effectively be done by these professionals!

## **3.1 Innovations in nursing education programmes**

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## Sponsor led session from the NMC | The NMC Review of Practice Learning: stakeholder engagement and sharing best practice.

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Tuesday, 23rd April - 15:55: 3.1 Innovations in nursing education programmes - Oral - Abstract ID: 316

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*Ms. Julie Bliss (Nursing and Midwifery Council)*

### **Aim of paper**

This presentation aims to set out the scope and stakeholder engagement for the Nursing and Midwifery Council Review of Practice Learning. The overall aim is to engage and invite students, registrants and practice providers as well as universities to inform the review. There will be an opportunity to share the innovative ways in which they are supporting practice learning currently along with the enablers and disablers to a positive learning experience for pre-registration students.

### **Abstract**

Practice learning is core to programmes leading to a NMC award. Partnership working between approved education institutions and practice learning partners, as well as people who use services and students ensures that pre-registration students experience a range of practice learning opportunities which enable them to achieve their proficiencies, gain the knowledge, skills and attributes of a safe and effective practitioner (NMC 2023). The 'Waste not Want not' Report (Nuffield Trust 2023) found that 42% of nursing students had considered leaving their programme of study. The main reasons given for this included placement experience, stress and lack of support. In parallel The Council of Deans for Health (2023) highlight the importance of expanding and diversifying practice learning opportunities to support a growth in healthcare students.

Internationally there is a significant difference in the number of practice learning hours that pre-registration student nurses are required to undertake as part of their education (Harlow Consulting 2021, NMC 2022). Further exploration of the differences in practice learning in international programmes leading to registration as a nurse identified several contextual factors, including variation in the personnel supporting student practice learning, nursing education programmes that lead to qualification as a generalist nurse rather than in specific fields of practice, a final, national licensing assessment following graduation as an additional assurance of competence and the provision of post-registration programmes for newly qualified nurses.

The NMC Review of Practice Learning has commissioned independent research to critically examine practice learning in the UK and internationally. This seminar focuses on discussion with students, practice learning partners and approved education institutions to begin sharing best practice to provide an inclusive working and practice learning environment.

### **Learning Outcomes**

1. To update the audience on the NMC review of practice learning.
2. To provide an opportunity for participants to discuss the things which they identify as influencing practice learning.
3. To sign post participants to ongoing opportunities to be involved in the NMC review of practice learning.

### **Recommended Reading Titles**

Harlow Consulting (2021) Review of minimum education and training standards in nursing and midwifery: Benchmarking report. accessed 18 March 2024

Nursing and Midwifery Council (2023) Standards for Student Supervision and Assessment Standards for student supervision and assessment (nmc.org.uk) accessed 18 March 2024

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NMC (2022) Understanding practice learning hours in pre-registration nursing programmes outside of the EU accessed 18 March 2024

**Presenter Biographies**

Julie was appointed as an NMC Senior Nursing Education Adviser in July 2023.

Julie is a Registered Adult Nurse (General), Specialist Practitioner – District Nursing, Registered Nurse Teacher and Principal Fellow of the Higher Education Academy. Julie has a wealth of experience in higher education working with practice learning partners and students to deliver NMC programmes for nursing and midwifery alongside continuing professional development of registrants.

Julie was Chair of the Association of District Nurse and Community Nurse Educators (ADNE) for 7 years, stepping down in June 2023. Julie is proud to be a Queen's Nurse and is a member of the Editorial Board of the British Journal of Community Nursing.



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# A Simulated Placement Learning (SPL) for pre registration nursing students to recognise and respond to deteriorating children and young people.

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Tuesday, 23rd April - 16:25: 3.1 Innovations in nursing education programmes - Oral - Abstract ID: 157

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*Mrs. Anice Kavathekar (Anglia Ruskin University), Mrs. Laura Adley (Anglia Ruskin University)*

## **Aim of paper**

The aim of this paper is to present the scope of a blended approach to placement using simulation combined with clinical placement in undergraduate child nursing education.

## **Abstract**

### **Background:**

The Nursing and midwifery council (NMC) recognise that simulation and technologies offer diverse approaches to learning and teaching allowing virtual reality immersion experiences for more well-rounded education. A unique placement experience was developed for second year child pre-registration nursing students comprising of a 4-week clinical placement and 4-week simulated placement learning (SPL). The purpose was to have an indepth understanding of the patient journey and the multidisciplinary team (MDT) involvement enhancing student experience, digital skills, retention and progression.

### **Method:**

The NMC future nurse proficiencies which were difficult to achieve in the child placements were chosen for simulation to ensure it enhance the student's progression and employment prospects. The learning canvas platform was created using some of the latest interactive technologies. The content was organised in a way that the students were following the patient journey. Each day followed a theme mapped with relevant proficiencies allowing opportunities for effective communication, co-ordination and team working. To ensure MDT involvement, experts from various fields and service users were invited to participate. The placement ensured NMC standards of supervision and assessment. Students were presented with decision-making trees, in which they had to decide interventions and approaches in relation to different scenarios.

### **Results:**

The scenarios and activities tested the student knowledge and understanding in a safe zone. Student feedback highlighted that the SPL greatly helped to interact with the group and build their confidence along with opportunities to explore complex aspects of assessment and care delivery involving deteriorating children. Whilst students indicated they would have liked more days in the clinical placement, they agreed the different placement experiences had a positive impact on their learning and would improve their future practice.

### **Conclusion:**

The blended placement can offer opportunities to develop student confidence, critical thinking and decision making in a safe supportive environment.

## **Learning Outcomes**

The delegates will be able to:

1. recognise the importance of simulation in child nursing education.
2. identify the structure and management of a blended approach to placement.
3. discuss the benefits of a SPL combined with clinical practice for future nursing.

### **Recommended Reading Titles**

Nursing and midwifery council.(2023)*Simulated practice learning*, <https://www.nmc.org.uk/standards/guidance/supporting-information-for-our-education-and-training-standards/simulated-practice-learning/>(Accessed 18/10/2023)

Azher, S., Cervantes, A., Marchionni, C., Grewal, K., Marchand, H. and Harley, J.M. (2023) 'Virtual Simulation in Nursing Education: Headset Virtual Reality and Screen-based Virtual Simulation Offer A Comparable Experience', *Clinical simulation in nursing*, 79, pp. 61–74. Available at: <https://doi.org/10.1016/j.ecns.2023.02.009>

Glasper, A. (2021) 'Simulation and student learning: will NMC policy lead to lasting change?', *British journal of nursing (Mark Allen Publishing)*, 30(8), pp. 498–499. Available at: <https://doi.org/10.12968/bjon.2021.30.8.498>.

### **Presenter Biographies**

#### **Anice Kavathekar**

My name is Anice Kavathekar, and I am a senior lecturer and a professional doctorate student at Anglia Ruskin University. I do hold dual registration in adult and children's nursing and is an NMC teacher who has been contributing to nursing education and practice for nearly 30 years. In my current academic role as a senior lecturer and course lead, I support undergraduate and postgraduate students in their research and offers personal tutor support. I am also an education champion for one of the local NHS Trust where I link between the university and the organisation supporting students and staff in their clinical practice. I was lucky to be the finalist for the 2023 student nursing times award in the best student experience category for creating a simulated placement for pre-registration nursing students to recognise and respond to deteriorating children and young people.

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# What are the expectations and experiences of Nurses engaging in higher education based continuing professional development (CPD) study?

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Tuesday, 23rd April - 16:55: 3.1 Innovations in nursing education programmes - Oral - Abstract ID: 276

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*Dr. Daniel Monk (Northumbria University)*

## **Aim of paper**

This study aims to build an understanding the expectations and experiences of CPD students across a programme of study, what they look like, how and whether they are met. This allows for identification of expectations from the students' perspective, to examine its alignment with both the HEI and practice areas. The study centres on the lived experiences of nurses as CPD students comparing how this changes across the programme. This allows greater understanding for HEIs specifically relating to the CPD nursing student and allows evaluation of how this can be addressed, reinforced, improved and adapted for post qualified CPD programmes.

## **Abstract**

### **Background**

Continuing professional development (CPD) has been mandatory for UK nurses since 1995 and nurses are currently required to undertake 35 hours of CPD relevant to their scope (NMC, 2021). Research has established that nurses individual resources, professional motivation, organisational commitment and managerial support influence nurses' engagement in CPD (Walter & Terry, 2021). This echoes the literature review by Burrow et al (2016) that found themes of motivation to study underpinned by personal and managerial drivers, and experiences of study underpinned by a concern for the academic level and the balancing of competing demands for their time beyond work. Little is known directly from the nurses themselves as students regarding their expectations and experiences of engaging in CPD study in a HE based programme of study.

### **Aim**

This study builds an understanding of the expectations and experiences of CPD students across a programme of study, what they look like, how and whether they are met, while they are experiencing study. The second phase of this study will repeat the interviews with the same students in the final semester of study, comparing the findings with phase one.

### **Methods**

A hermeneutical phenomenological study of lived experience was conducted. Participants consented to a semi-structured interview held in 2022/23.

### **Findings**

Students reveal that experiences with the availability of funding, confused prioritisation and extensive use of their own time compete with family time to complete awards alongside feelings of not being academic, impact on CPD engagement. Students' personal achievement, career progression, expectations of HEI support and the justification of their knowledge have positive influence on CPD engagement.

### **Conclusions**

This study allows a greater understanding of the expectations and experiences of CPD nursing students for HEIs and evaluates how this can be addressed, reinforced, improved and adapted for post qualified CPD study.

## **Learning Outcomes**

1. Delegates will understand the expectations and experiences of nursing students undertaking HEI based CPD study.

2. Delegates will understand how these experiences can be applied to post qualified CPD study
3. Delegates will develop their understanding of the hermeneutic phenomenological approach to research

### **Recommended Reading Titles**

Burrow, Mairs, H., Pusey, H., Bradshaw, T., & Keady, J. (2016). Continuing professional education: Motivations and experiences of health and social care professional's part-time study in higher education. A qualitative literature review. *International Journal of Nursing Studies*, 63, 139–145. <https://doi.org/10.1016/j.ijnurstu.2016.08.011>

Walter, & Terry, L. M. (2021). Factors influencing nurses' engagement with CPD activities: a systematic review. *British Journal of Nursing (Mark Allen Publishing)*, 30(1), 60–68. <https://doi.org/10.12968/bjon.2021.30.1.60>

### **Presenter Biographies**

#### **Daniel Monk**

Dr Monk's clinical career began in emergency care moving into Practitioner work in a variety of urgent and unplanned settings in the North East of England. Dr Monk moved into higher education and specialises in teaching emergency, urgent and unplanned care from a clinical, professional, patient and managerial perspective. He is also Head of CPD working closely with stakeholders to meet AHP workforce needs. His doctoral studies examined proficiency in Emergency Nurse Practitioners and his research interests include non-medical prescribing, basic life support, CPD experiences and proficiency development.

## **3.2 Innovations in nursing education programmes**

# A comparative study of factors affecting pass rates of level 5 assessments for undergraduate adult nursing students, and the impact of an interactive online study skills package.

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Tuesday, 23rd April - 15:55: 3.2 Innovations in nursing education programmes - Oral - Abstract ID: 260

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*Dr. Stuart Barker (Northumbria University), Dr. Claire Ford (Northumbria University), Dr. Deborah Flynn (Northumbria University)*

## **Aim of paper**

This study began as an investigation into increased academic failure rates during the Covid 19 pandemic. It identified that many students disengaged with taught online sessions, and that grades suffered because of this. Literature suggested that digital poverty may have accounted for this, with low broadband speeds making engagement with taught sessions, and with study skills support, particularly challenging for some. The study aimed to measure student progress overtime in response to a number of innovations put in place to increase engagement, and improve access to study skills support. This included the development and introduction of an online learning package

## **Abstract**

### **Background:**

Restrictions during the Covid-19 pandemic meant that most undergraduate theory was taught online. Students starting in September 2020 found this was an immediate feature of their course. When one such cohort submitted assessed work in January 2022, the quality of work was lower than that of the previous cohort; the failure rate for one module rising from 11 to 21%, despite content, delivery and assessment format remaining unchanged.

### **Aims:**

This project sought to explore reasons for this decline by identifying characteristics correlating with high and low academic performance and appraise response to innovations intended to address this decline by monitoring academic performance over time. Innovations included a collaboration between the faculty and the university library's skills development team to create a bespoke online study skills package.

### **Methods:**

A retrospective cohort analysis was implemented to analyse demographic data, indicators of engagement, and assessment results for each student. Non-parametric testing and two-step cluster analysis were performed to identify patterns in the data.

### **Results:**

Three clusters of students were identified, only one of which was fully engaged with both taught sessions and independent online learning. It consisted of 30.2% of the cohort, and its academic performance was significantly better (Kruskal-Wallis,  $p < 0.001$ ) than other clusters. Students with disabled student support recommendations (DSSRs) performed significantly worse than those without (Mann-Whitney Test=0.024). Following the implementation of the skills package, the differences between cluster results became insignificant during semester 2, as did those between students with and without DSSRs.

### **Implications:**

A review of literature identified digital poverty as a factor which reduced engagement with online teaching and limited access to learning support staff. Improved results following the introduction of the skills package supports the argument that digital poverty contributed to disengagement and higher failure rates.

## **Learning Outcomes**

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1. To identify the challenges that online learning can present for some student groups.
2. To identify the impact that disengagement has on academic performance.
3. To recognise the impact that improving access to study skills support via online resources can contribute to improved academic performance.

**Recommended Reading Titles**

Alomari, A., Hunt, L., Lord, H., Halcomb, E., Fernandez, R., Middleton, R., & Moxham, L. (2021). Understanding the support needs of Australian nursing students during COVID-19: A cross-sectional study. *Contemporary Nurse*, 57(3-4), 258-268. doi:10.1080/10376178.2021.1997147

Oducado, R. M. F., & Estoque, H. V. (2021). Online learning in nursing education during the COVID-19 pandemic: Stress, satisfaction, and academic performance. *Journal of Nursing Practice*, 4(2), 143-153. doi:https://doi.org/10.30994/jnp.v4i2.128

Seah, K. M. (2020). COVID-19: Exposing digital poverty in a pandemic. *International Journal of Surgery*, 79, 127-128. doi:10.1016/j.ijssu.2020.05.057

**Presenter Biographies****Stuart Barker**

Stuart qualified as a nurse in 2001 and worked in coronary care, cardiothoracic surgery and interventional cardiology environments until 2015, when he joined Northumbria University. He was awarded his PhD in 2022. He has specific interests in acute cardiology nursing, enhancing resuscitation skills, nurse-delivered conscious sedation and analgesia, and the use of digital platforms to support both student and patient experience.

**Deborah Flynn**

Deborah is a South African trained nurse, obtaining her Diploma in Nursing (General, Community Health and Psychiatry) and Midwifery in 1990. She worked across the private South African healthcare sector gaining experience in Neuro medicine, general surgery and Theatres. In 1993, she emigrated to Munich, Germany and worked as a ward Sister on a gastro-intestinal unit, then, in 2001 she relocated to Lucerne, Switzerland and worked on a gynaecological ward. In 2005, she moved back to her native UK and worked on a Stroke Unit.

She has worked in various academic roles since 2005 and obtained a Professional Doctorate in Nursing from Cardiff University in 2018. She is currently an Assistant Professor at Northumbria University.

Deborah's research interests lie in the use of humour within the clinical setting.

# Developing students understanding and experience of clinical research

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Tuesday, 23rd April - 16:25: 3.2 Innovations in nursing education programmes - Oral - Abstract ID: 283

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*Dr. Helen Jones (Imperial College NHS Foundation Trust)*

## **Aim of paper**

- To highlight the current lack of opportunities that undergraduate nursing students have to experience clinical research and gain an insight into the role of a research nurse.
- To demonstrate an example of a successful research placement which has shown benefit to undergraduate nurses both in skills development and increasing understanding.
- To raise national awareness amongst nurse educators of the importance of further developing opportunities for undergraduate nurses to experience clinical research during their training pathway.
- To highlight how providing opportunities for undergraduate nurses to experience research aligns with national strategies and recommendations.

## **Abstract**

### **Background:**

National focus on research highlights the importance of advancing nursing practice as well as current challenges in providing opportunities for patients (CNO Research Strategy-2021, O'Shaughnessy Review-2023). Nursing students are taught that research should underpin practice (NMC 2018), but clinical research placements are not routinely offered within the undergraduate programme. There are sporadic examples but models vary (Brand 2022, Naylor et al 2014). Relatively few students have the opportunity to experience clinical research delivery despite placements being shown to increase engagement with research (Lynch 2021).

### **Method:**

An undergraduate placement programme was developed to provide students the opportunity to gain experience of the role and responsibilities of clinical research nurses (CRN) and insight into supporting patients being treated within a clinical trial. The placement structure comprised defined learning objectives, two days of initial training and allocation within one of 8 specialty teams. Initial training includes completion of Good Clinical Practice(GCP) to enable the students to understand governance requirements. Throughout the placement students are supported by a dedicated Assessor to ensure objectives are met. In their final week they meet with the Lead Nurse for the research workforce and complete a survey to gauge feedback.

### **Results:**

The programme has supported 4 cohorts with more planned. Feedback concerning placements and assessor experience has been exceptionally high and demonstrated benefits concerning student understanding of research and the CRN role, demonstrating "fundamental knowledge behind GCP", "highlighting the importance of research in clinical practice" and being of "value to the nursing journey".

### **Conclusion**

This programme has demonstrated benefits in completing a research placement. Feedback has shown students have gained practical experience of embedding research within patient pathways whilst developing nursing skills. Work is needed to further develop this across the wider undergraduate programme to fully embed research within the NHS and align with national strategies.

## **Learning Outcomes**

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- To understand the current lack of opportunities for undergraduate nursing students to experience clinical research during their training pathway.
- To highlight an example of a successful undergraduate research placement programme and understand the benefit that students experience from working within clinical research teams.
- To gain understanding of the current national recommendations and strategies that support embedding research in clinical practice and developing future nursing research leaders and how this links with providing research opportunities for undergraduate nurses.

**Recommended Reading Titles**

Brand, S et al (2022) Engaging student nurses in research 1: research delivery placements. *Nursing Times*, 118 (9).

Lynch (2022) *Research in Action: the impact of a research placement on student nurses' use of evidence in clinical practice* (Doctoral thesis). Accessed via Catherine Lynch - Final thesis (Cleaned) April 22nd 2022.pdf (uwl.ac.uk)

Naylor, G.A et al (2014) Nursing student placements in clinical research. *Nursing Standard*, 29 (2) September.

**Presenter Biographies****Helen Jones**

Dr Helen Jones has spent much of her nursing career working as a Clinical Research Nurse (CRN). She has held various management roles and is currently Lead Nurse for the Clinical Research Workforce across Imperial College NHSFT where she oversees the research delivery workforce. Her career as a CRN has spanned more than 25 years. In 2017 she completed a Doctorate in Healthcare at Kings College London with a thesis of "Exploring the experience of Clinical Research Nurses working within acute NHS trusts and determining the most effective way to structure the workforce".

Helen has a national presence within research nursing. This includes links with the NIHR and she currently Chair's the RCN Research Nurse subcommittee. She has published and presented on aspects of the CRN role and workforce.

Helen is also currently working part-time as the NMAHP Research lead across North London and North West London Clinical Research Network.

# Death Café in undergraduate nurse education: what, why and how...

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Tuesday, 23rd April - 16:55: 3.2 Innovations in nursing education programmes - Oral - Abstract ID: 214

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*Dr. Beth Hardy (University of York)*

## **Aim of paper**

The aim of this paper is to educate and inform the audience about the concept of death cafes and explore their significance in enabling peer-led discussion about the end of life for undergraduate nursing students. The paper will use examples from student evaluation data to explore the intended and unintended outcomes of participating in a Death Cafe, and discuss factors to consider when implementing this model into nursing curricula.

## **Abstract**

Learning about the end of life is a fundamental part of nursing education, and is mandated in professional standards. This includes learning how to talk about the end of life, a subject that is frequently reported as taboo in western cultures.

Death Cafes were introduced in the UK by Jon Underwood and Sue Barsky Reid, based on work by sociologist Bernard Crettaz and involve people coming together to talk about death and have tea and eat cake – creating a safe and welcoming environment to discuss the topic. The idea spread, and Death Cafes take place in many different communities internationally. Laterly, they have also been used in health professions education programmes.

Death cafes are used in stage one and two of our undergraduate nursing programme as part of a spiral curriculum. Teaching evaluation data from over 200 students suggests that student's value the opportunity to take part in Death Cafes. Findings highlight the opportunity to share practice learning, make theory practice links, reflect on personal experiences, develop awareness of different cultural perspectives, meeting new people and feeling less 'alone' as a learner about the end of life. However, data also point to important theoretical and practical considerations when introducing Death Cafe into nursing curricula, such as appropriate stage of programme, managing group dynamics, creating a safe environment for students to contribute and facilitator preparation. This paper will discuss what Death Cafes are and explore the utility of the Death Café model in undergraduate nurse education. We argue that they can contribute to the development of the professional self, offer opportunity for communication skills practice, be a space within which to practice using language associated with death, and create an environment for peer-led learning around issues that are of significance to the group at the time of the café.

## **Learning Outcomes**

- To gain insight into the Death Cafe model.
- To identify why Death Cafés can have value in undergraduate nurse education.
- To understand how one university has used Death Cafe in their undergraduate programmes and reflect on how the model could be used in different educational and cultural contexts.

## **Recommended Reading Titles**

Miles, L and Corr, C (2015) Death Cafe: What Is It and What We Can Learn From It. *Journal of Death and Dying*. 75 (2) 151-165.

<https://deathcafe.com/>

**Presenter Biographies****Beth Hardy**

Beth is a nurse and a senior lecturer at the University of York. Beth's clinical background is in Community Nursing, and she is a Queen's Nurse, Fellow of the Higher Education Academy and an experienced academic and educator, having worked in the sector for over 14 years. Beth's research and teaching practice primarily focus on palliative and end of life care. She is passionate about improving end of life care through education of nurses and allied health professionals and embraces various educational techniques to support students in developing their competence, confidence, and values in this regard.

## **3.3 Sustaining & developing the educator workforce**

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# Educators' experiences of development schools to promote the facilitation and leadership of person-centredness in healthcare curricula

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Tuesday, 23rd April - 15:55: 3.3 Sustaining & developing the educator workforce - Oral - Abstract ID: 285

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*Dr. Deirdre O'Donnell (Ulster University), Dr. Caroline Dickson (Queen Margaret University, Edinburgh)*

## **Aim of paper**

The aim of this presentation is share insights about participants' experiences of development schools to support their facilitation and leadership of person-centred curricula.

## **Abstract**

Whilst professional regulatory and policy standards advocate the education of healthcare students for person-centred practice (NMC 2018; WHO 2020), there is a paucity of literature about the effectiveness of interventions to support educators in achieving this (O'Donnell et al.2017).

This presentation will provide a brief overview of a three-year Erasmus+ Project focusing on the development of a Person-centred Curriculum Framework (PCCF) (O'Donnell et al. 2022) and its underpinning philosophical principles (Dickson et al. 2020). Drawing on the PCCF, two innovative development schools will be outlined. The first 5-day school focused on developing educators as facilitators of person-centred curricula, was delivered in May 2022 (n=42). The second school, for leaders who influence person-centred curricula (n=26), was delivered for five days during July 2022 and included four additional monthly half-day, virtual workshops from September to November 2022.

As this project involved partners from six universities across five countries, the Schools' evaluation was set within the principles of collaborative inquiry. Multiple methods were used to collect data including pre- and post-school questionnaires to measure respondents self-reported understanding and confidence in facilitating/leading person-centred curricula. Qualitative data included records of participants' hopes, fears and expectations, reflective responses to critical questions and written daily evaluations. Participants from both schools were also invited to take part in an online, audio-recorded evaluation workshop in November 2022 to explore to explore enablers and challenges in applying the PCCF and their views regarding the impact of the schools on their practice.

The findings revealed a cognitive shift in participants thinking from viewing curricula through a traditional lens, to one that envisions and achieves success through collaborative endeavour. Participants typically reported that their perspectives on facilitating or leading person-centred curricula were transformed with greater clarity on implementing the PCCF.

## **Learning Outcomes**

By the end of the presentation, delegates will have:

1. An understanding of the Erasmus+ Project and the development schools
2. Gained insights into participants' views of factors that enabled and challenged them in implementing the Person-centred Curriculum Framework
3. An appreciation of the impact of the development schools on participants' understanding and confidence in facilitating / leading person-centred curricula and their education practice.

### **Recommended Reading Titles**

Dickson, C.A.W., van Lieshout, F., Kmetec, S., McCormack, B., Skovdahl, K., Phelan, A., Cook, N.F., Cardiff, S., Brown, D., Lorber, M., Magowan, R., McCance, T., Dewing, J. & Štiglic, G. (2020) Developing philosophical and pedagogical principle for a pan-European person-centred curriculum framework. *International Practice Development Journal*, <https://doi.org/10.19043/ipdj.10Suppl2.004>.

O'Donnell, D., Dickson, C.A.W., Phelan, A., Brown, D., Byrne, G., Cardiff, S., Cook, N.F., Dunleavy, S., Kmetec, S. & McCormack, B. (2022) A mixed methods approach to the development of a Person-centred Curriculum Framework: surfacing person-centred principles and practices. *International Practice Development Journal*, 12. <https://doi.org/10.19043/ipdj.12Suppl.003>.

### **Presenter Biographies**

#### **Deirdre O'Donnell**

Dr Deirdre O'Donnell is Senior Lecturer in Nursing and Strategic Lead for the NMC Competence Test Centre at Ulster University. She is a Senior Fellow of the Higher Education Academy. In 2022, Deirdre received an Advance HE Collaborative Award for Teaching Excellence in recognition of sector-leading work in the development of person-centred practice. She is a member of the Post-Doctoral International Community of Practice on Person-centred Practice. Her doctoral research examined how students learn about person-centred practice using an instrument developed to measure students' perceptions of their person-centred practice. Deirdre is a member of the UK Competence Test Centre Collaborative Research Network in collaboration with the NMC and serves as a Nursing Open Early Career Researchers' Advisory Board member. Deirdre held a public appointment as a Professional member of the Northern Ireland Practice and Education Council for Nursing and Midwifery and is a former NMC Fitness to Practise Panellist.

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## Connecting Peers in Learning Disability Nursing (CoPe – LD): The use of peer reflection with undergraduate learning disability student nurses

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Tuesday, 23rd April - 16:25: 3.3 Sustaining & developing the educator workforce - Oral - Abstract ID: 129

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*Ms. Teresa Greene (Belfast Health and Social Care Trust), Dr. Lynne Marsh (Queen's University Belfast), Mrs. Helen Gadd (Belfast Health and Social Care Trust), Ms. Kelly Anderson (Belfast Health and Social Care Trust)*

### **Aim of paper**

To support peer group reflection with undergraduate learning disability student nurses on practice placements within learning disability in-patient and community settings in the Belfast Health and Social Care Trust, Northern Ireland.

### **Abstract**

Experiences of increased anxiety levels among student nurses on clinical placement and amongst newly qualified nurses is common (Simpson and Sawatzky, 2020; Smythe and Carter, 2022). Within learning disability services in the Belfast Health and Social Care Trust, these anxieties were magnified by an ongoing public inquiry into allegations of patient abuse, safeguarding and governance (Kark, 2021; The Muckamore Abbey Hospital Review Team, 2020).

Peer group reflection provides a safe forum for discussing and dealing with issues in practice while enhancing teamwork, improving practice and has organisational impact (Miraglia and Asselin, 2015; Kurtz, 2020). Peer group reflection sessions referred to as '*Connecting Peers in Learning Disability Nursing (CoPe-LD)*' were initially established in May 2022 for final year students on their final placement in the Trust area. The purpose of CoPe-LD was to provide additional support to students in a safe environment to discuss any difficulties or successes they were experiencing on placement while fostering a culture of peer reflection and collaboration. CoPe-LD is an evidence-based intervention, framed and informed by the Intersubjective module of reflective practice groups (Kurtz, 2020).

Since May 2022, 26 nursing students have participated in at least one CoPe-LD reflection session. Anonymous evaluations via an online feedback form were received from 10 attendees (38%) who reported the sessions as extremely useful by 100% of respondents. Descriptive feedback was unanimously positive with students commenting that they had become better reflective practitioners and reporting that their confidence levels and decision-making skills improved significantly.

Due to the success of the initial sessions with final year nursing students, the CoPe-LD project was scaled to include all nursing students on placement in adult learning disability inpatient and community settings in the trust area.

### **Learning Outcomes**

CoPe-LD is a simple, replicable, and resource-efficient method of providing enhanced support to undergraduate nursing students during clinical placements in learning disability areas of practice.

Scaling and expanding CoPe-LD to include students at all levels of study is feasible and effective.

### **Recommended Reading Titles**

Barchard, F. (2022) Exploring the role of reflection in nurse education and practice. *Nursing Standard*. doi: 10.7748/ns.2022.e11605

Kurtz, A. (2020) *How to Run Reflective Practice Groups: A Guide for Healthcare Professionals*. London: Routledge.

Miraglia, R. and Asselin, M. E. (2015) Reflection as an education strategy in nursing professional development, an integrative review. *Nurses in Professional Development*, 31 (2), 62-72.

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### **Presenter Biographies**

#### **Teresa Greene**

I am a registered Learning Disability Nurse and Clinical Lecturer employed in a joint appointment role between Queen's University Belfast and the Belfast Health and Social Care Trust. In my lecturing role I primarily teach into undergraduate and postgraduate taught modules in learning disability nursing. Clinically I am a Lead Nurse working in quality improvement projects in learning disability services in the Belfast Health and Social Care Trust. My main clinical and research interests are in physical activity, health promotion and trauma-informed care.



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# Supporting Transition into Practice Education

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Tuesday, 23rd April - 16:55: 3.3 Sustaining & developing the educator workforce - Oral - Abstract ID: 55

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*Mrs. Jansen De Leon (Royal Free London NHS Foundation Trust)*

## Aim of paper

To provide educators with an education career pathway whereby education is recognised by the organisation as a qualification in speciality. This empowers educators to confidently support their learners by providing high quality innovative approaches to education. The work acknowledges that practice assessors require further development when moving into educator roles and this academically accredited programme provides a pathway of progression, enabling us to grow our own educator workforce.

## Abstract

Registered practitioners will develop their interest in an education career, often undertaking the role of practice assessor in their area and gradually moving to roles where they have a much larger education remit. Staff will have attended the 2 day practice assessor training, to prepare and support a pre-registration learner; however, it does not prepare them for the roles and responsibilities of an educator that has a remit to provide education and development for the whole nursing workforce.

Historically, the only preparation available was the higher education institution modules which were costly and time intensive. We have recognised the importance of providing a pathway from novice to expert educators; this resulted in the development of an academically accredited internally provided module called Supporting Transition into Practice Education which is 15 credits at Level 6 or 7.

This course provides an opportunity for practitioners to gain a more in-depth understanding of teaching strategies which can be used to support learners in practice. The course enables participants to critically reflect and evaluate the impact of their innovations in addressing learning needs.

This module aims to develop practice educators in their current roles. Through this, they are given the opportunity to increase their knowledge in supporting learners in their respective areas. It addresses their individual learning needs impacting on their ability to engage, innovate and contribute to local and Trust-wide training leading to the delivery of safe and efficient patient care.

If educators successfully complete and pass the module they are eligible and supported to apply for Post Graduate Certificate in Higher Education which allows them to be a faculty lead for an accredited programme. This impacts on succession planning, a high-quality workforce of educators, raising the profile of educators & enables the Trust to continue to develop their suite of innovative programmes.

## Learning Outcomes

- Understand how an education career pathway can be developed to support education roles
- Understand the impact of providing an education pathway for educators, learners and internal education provision.
- Importance of raising the profile of education roles.

## Recommended Reading Titles

Health Education England (2020) Professional Development Framework for Educators. Accessed online: 1<sup>st</sup> September 2023 [https://www.lasepharmacy.hee.nhs.uk/dyn/\\_assets/\\_folder4/educational-frameworks/professional\\_development\\_framework\\_for\\_educators\\_2020\\_2021.pdf](https://www.lasepharmacy.hee.nhs.uk/dyn/_assets/_folder4/educational-frameworks/professional_development_framework_for_educators_2020_2021.pdf)

Nursing and Midwifery Council (2023) Standards for Student Supervision and Assessment. Accessed online: 1<sup>st</sup> September 2023 <https://www.nmc.org.uk/globalassets/sitedocuments/standards/2023-pre-reg-standards/new-vi/standards-for-student-supervision-and-assessment.pdf>

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Nursing Times (2020) Nurses as educators: creating teaching moments in practice. Accessed online: 1<sup>st</sup> September 2023

<https://www.nursingtimes.net/roles/nurse-educators/nurses-as-educators-creating-teaching-moments-in-practice-settings-27-01-2020/>

### **Presenter Biographies**

#### **Jansen De Leon**

Jansen De Leon

Deputy Head of Nursing and Midwifery Education/ Lead Nurse for Post Registration Nursing Education, Royal Free London NHS Foundation Trust

- Qualified in the Philippines and graduated Magna Cum Laude.
- Completed PG Cert in Higher Education and MSc in Nursing Studies at Middlesex University.

Jansen is passionate in developing and innovating programmes that have an impact on continuing professional development and career progression. Jansen provides strategic direction and expert professional and educational knowledge, as well leadership of a wide-ranging and complex portfolio of education activities delivered by the Nursing and Midwifery Education Team.

## **3.4 Evolving & innovative models of workforce training & education**

## Doing things differently: A new model of accelerated Surgical First Assistant (SFA) training in Scotland.

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Tuesday, 23rd April - 15:55: 3.4 Evolving & innovative models of workforce training & education - Oral - Abstract ID: 112

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*Dr. Lauren-Grace Kirtley (NHS Scotland Academy), Dr. Clair Graham (NHS Scotland Academy), Mr. Darren Middleton (NHS Scotland Academy), Mr. Ben Harvey (NHS Scotland Academy)*

### **Aim of paper**

NHS Scotland Academy is a collaborative partnership with NHS Education for Scotland and NHS Golden Jubilee delivering bespoke accelerated training programmes for the health and social care workforce to support recovery and meet the projected gaps in workforce capability and capacity.

A development priority was our Surgical First Assistant (SFA) programme as there was no existing SFA training programme in Scotland. This accelerated programme targets the preparation and development of experienced perioperative Registered Nurses /Operating Department Practitioners over 34 weeks to equip them with the knowledge and skill acquisition to provide surgical assistance under direct supervision of the operating surgeon.

### **Abstract**

#### **Description:**

The programme is an accelerated, work-based learning programme delivered over 34 weeks. It utilises the Association for Perioperative Practice (AfPP) SFA Competency Toolkit recognised as the industry standard, alongside a specially developed extended skills competency framework to enhance skill level.

Content is aligned to the Perioperative Care Collaborative (PCC) (2018) position statement, Transforming Nursing, Midwifery and Health Professions' (NMaHP) Roles (CNOD, 2018), and the Nursing, Midwifery & Allied Health Professions Development Framework (NES, 2021).

The programme is credit-rated by Glasgow Caledonian University and accredited by the Royal College of Physicians and Surgeons Glasgow for Continuing Professional Development.

#### **Methodology:**

Delivery utilises a hybrid approach of contextualised on-line learning and workshop-based skills training to support a work-based learning programme of a minimum 250 clinical hours.

Three blocks of intensive face-to-face workshops and simulation-based learning introduce and consolidate essential skills, whilst a bespoke ePortfolio is used for competency sign-off and management of robust multi-modal assessment.

#### **Doing things differently:**

- Acceleration- the programme is designed with a constructivist educational approach which capitalises on previous knowledge and experience, acknowledging that learners are not subject naïve and allows the removal of redundancy from the curriculum.
- Pre-requisites- that learners are supernumerary for the duration of the programme.
- Extended skills as standard- reducing additional training requirements for extended practice.
- Successful completion earns 40 postgraduate level academic credits Scottish Credit and Qualifications Framework (SCQF) level 10.
- Innovative work-based assessment methodology at post-graduate level incorporating Direct Observation of Procedural Skills (DOPS), Case-Based Discussion, critical reflection, and peer-review.
- Focus on overall workforce delivery as well as individual learner progression to target an effective and sustainable workforce.

**Results:**

The programme achieves a significant reduction in SFA training time whilst achieving extended educational and competency-based outcomes. It allows faster essential workforce development whilst ensuring individual learner-centred training, progression, and career development.

**Learning Outcomes**

1. A constructivist educational approach which capitalises on previous knowledge and experience allows the removal of redundancy from the curriculum and can accelerate SFA training.
2. It is possible to focus on overall workforce delivery as well as individual learner progression to target an effective and sustainable workforce.
3. Incorporation of extended skills as part of initial SFA training reduces future additional training needs.

**Recommended Reading Titles**

Perioperative Care Collaborative (2018) The Perioperative Care Collaborative Position Statement: Surgical First Assistant. Available at: <https://www.afpp.org.uk/filegrab/sfa-position-statement-final-april-2018.pdf?ref=2181>

**Presenter Biographies****Lauren-Grace Kirtley**

Lauren-Grace is a doctor who trained in anaesthetics before becoming a medical educator and has a wealth of clinical and educational experience gained from a career in acute medical and theatre environments. Lauren-Grace moved into a full-time educational role as a Lecturer in higher education on a range of medical and associated healthcare courses.

Lauren-Grace has developed and delivered across a wide range of academic and clinical educational programmes in both medical and allied professional training at both undergraduate and postgraduate level including: Medical Training, Operating Department Practice, Paramedic Science, Nursing, Midwifery, Surgical First Assistant, Advanced Nurse Practitioner, Resuscitation, Anaesthetic Practitioner, Clinical Education, Physicians Associate and Advanced Nurse Practitioner training.

Within the NHS Scotland Academy Lauren-Grace is a Senior Educator with specific focus on the Accelerated Anaesthetic Assistant programme providing accelerated training for the National Perioperative Workforce.

## **Evolving and innovative models of workforce training and education- Work based learning.**

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Tuesday, 23rd April - 16:25: 3.4 Evolving & innovative models of workforce training & education - Oral - Abstract ID: 180

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*Ms. Amanda McNaughton (King's College London), Mr. William Gage (King's College London)*

### **Aim of paper**

To share Work- Based Learning as an educational opportunity for Continuous Professional Development (CPD).

### **Abstract**

Work Based Learning (WBL) provides Continuous Professional Development (CPD) education opportunities for qualified nurses and other healthcare professionals. The UK Quality Code for Higher Education (UKQCHE) (2018) defines WBL as “learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need (P3)”. This type of learning typically has the dual function of meeting the learning needs of employees (developing their knowledge, skills and professional behaviours) whilst also meeting the workforce development needs.

Nationally, the current provision has expanded and evolved over the last 5 years leading to substantial increase in student numbers, as NHS trusts utilise WBL to ‘grow their own’ specialist staff. The delivery of WBL continued throughout the pandemic demonstrating this approach provides a flexible and sustainable model to provide CPD opportunities for qualified nurses and healthcare professionals working in clinical settings. A significant number of students enrolled on WBL modules are those working and/or studying in the UK for the first time, and WBL offers a flexible novel approach to facilitate personal, academic and professional success and achievement in a diverse population, whilst applying inclusive education principles.

The Faculty has taken a collaborative approach to the provision of WBL, working in partnership with local providers to develop and deliver an extensive portfolio of modules, at both undergraduate and postgraduate level, that run alongside locally provided specialist courses. Ultimately, staff are able to develop academic skills and gain academic credit alongside locally delivered work based learning that increases their specialist knowledge, skills and competence. Feedback from students and educators has been positive, including positive impacts on staff recruitment and retention as well as providing a platform for career progression (Dawood and Gamston, 2019).

### **Learning Outcomes**

- To share the extensive portfolio of work- based learning offered and the benefits it has afforded individuals and workforce development
- To share examples of how our model of work-based learning can be used for career progression
- To share how work- based learning supports the diverse workforce population

### **Recommended Reading Titles**

UK Quality Code for Higher Education (UKQCHE) (2018), Advice and Guidance Work-based learning. P3. <https://www.qaa.ac.uk/the-quality-code>, accessed 19/10/23

Dawood M.and Gamston J. (2019): An intervention to improve retention in emergency nursing. *Emergency Nurse* , Mar 4;27(2):21-25. doi: 10.7748/en.2019.e1840

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**Presenter Biographies****Amanda McNaughton**

Amanda McNaughton is an experienced senior lecturer and clinical practitioner and has worked in a variety of clinical settings, with Cardiac Nursing being her specialist field. Amanda has a PGC in Higher Education and is a Senior Fellow of the Higher Education Academy. 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. She is currently Faculty Lead for WBL and teaches across the curricula at both undergraduate and post-graduate level.

**William Gage**

William Gage is a registered nurse who has over 25 years experience in a range of clinical, operational, research and senior managerial roles in the NHS and higher education institutions. He is currently Lecturer in Adult Nursing at the Florence Nightingale Faculty of Nursing, Midwifery and Palliative care at King's College, London. His interests include patient safety, quality improvement and organisational culture & leadership in healthcare, and he was awarded the Dean's Prize for his masters dissertation awarded by Imperial College, London which was a systematic review of the literature on psychological safety in healthcare.

## Developing a Virtual Clinical Placement for Mental Health Learners

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Tuesday, 23rd April - 16:55: 3.4 Evolving & innovative models of workforce training & education - Oral - Abstract ID: 71

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*Mr. Alan Crump (Leeds and York Partnerships Foundation Trust), Mr. Adam Maher (Leeds and York Partnerships Foundation Trust), Ms. Sapphire Ackroyd (Leeds and York Partnerships Foundation Trust)*

### Aim of paper

- To outline the pressures and thinking that led to the development of this new clinical placement.
- To share the development process that underpinned the creation of this innovative approach.
- To share and discuss the practicalities of developing a virtual clinical placement.
- To offer professional insights into the process of developing this placement.
- To share the evaluation from the learners who have participated in the virtual placement and how they helped in the co-production of subsequent developments.
- To offer professional learning and the anticipated future developments of this form of clinical placement.

### Abstract

The restrictions and sudden changes that were brought about by the pandemic were the starting point of this clinical innovation. The Practice Team within the Trust realised that it needed to think afresh about how it was going to maintain the number of clinical placements for local mental health nurse learners. Overnight clinical, education and support services were forced to change. The Practice Team embraced these changes and with the support of the Director of Nursing developed the idea creating a “virtual placement” to help support clinical capacity and offer a genuinely new placement for undergraduate learners. It was quickly realised that this new venture could not only offer valuable placement hours but could specifically develop and enhance confidence in aspects of mental health nursing including multidisciplinary working, clinical reasoning, decision making and documentation.

The initial placement was designed to reflect an acute ward environment using an entirely virtual simulation of clinical practice. The placement was delivered using the Microsoft Teams platform as a virtual location to undertake a 2-week period of learning and clinical experience. In the development of the virtual patients to populate the clinical environment we used team knowledge and the expertise of senior clinical colleagues. We also used scenario-based learning to develop real time learning and genuine clinical experiences.

In creating this virtual placement we were using our understanding as a Practice Team of the competencies expected within the local Practice Assessment Document. Thus, this virtual placement was created to reflect similar learning outcomes as a conventional non assessed spoke placement.

The placement was initially piloted as a 2-week non-assessed placement, based upon a mental health acute inpatient ward. Twenty-four learners from a single university were involved in the pilot. The overall evaluation was positive and provided an opportunity for future development and innovation.



**Learning Outcomes**

- That delegates will have an understanding of the antecedents, pressures and necessity to create new clinical placements and learning opportunities for nursing undergraduates specialising in mental health nursing.
- That delegates will have a sound understanding of the practicalities of developing a virtual placement and be able to replicate this within their own clinical areas.
- That delegates will have a understanding of the reported benefits of creating and utilising a virtual placement from the perspectives of both learners and other professionals.

**Recommended Reading Titles**

Lopez, V., Yobas, P., Chow, Y.L. and Shorey, S. (2018) Does building resilience in undergraduate nursing students happen through clinical placements? A qualitative study. *Nurse Education Today*. 67 pp1-5

Foye, U., et al (2021) How has COVID-19 affected mental health nurses and the delivery of mental health nursing care in the UK? Results of a mixed-methods study. *J Psychiatric and Mental Health Nursing*. 2021; 28:126–137

Ackroyd, M et al (2016) Interprofessional, simulation-based technology-enhanced learning to improve physical healthcare in psychiatry: The RAMPPS course *Health Informatics Journal* 22 (2) 397–405

**Presenter Biographies****Alan Crump**

Alan trained and has worked in Leeds in many clinical areas. He focused upon the development of best practice with older people in the early part of his career and later worked in the care of people living with psychosis. He was always interested in the development of all learners and moved into education later in his career.

He enjoys making bread, cycling and planting trees.

**Sapphire Ackroyd**

Sapphire trained in Leeds and now works in the Practice Learning and Development Team. With a background in crisis assessment and community nursing she has lead responsibilities for pre-registration Mental Health and Learning Disability nursing students.

## **3.5 E-Learning in nursing education programmes**

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## Hospice E Learning Placement for children's nursing and learning disability nursing students.

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Tuesday, 23rd April - 15:55: 3.5 E-Learning in nursing education programmes - Oral - Abstract ID: 107

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*Dr. Jayne Price (Kingston University), Mrs. Elizabeth Crighton (Kingston University), Dr. Andrea Cockett (Kingston University),  
Ms. Geraldine Sheedy (Shooting Star Children's Hospices), Mrs. Dawn Baldock (Shooting Star Children's Hospices)*

### **Aim of paper**

The aim of this paper is to review a pilot project which provided a one-week e learning placement in a children's hospice for pre-registration children's nursing and learning disabilities nursing students. Funded by the then Health Education England the project was the first to our knowledge that was a collaboration between a children's hospice and Higher Education Institution involving cross field students.

### **Abstract**

Children's hospices are pivotal in providing care/support for the ever-increasing numbers of children with life limiting conditions and their families. However, misconceptions regarding the services children's hospices provide abound (Malcolm and Kitching, 2021). Numbers of pre-registration students allocated a children's hospice placement can be limited and recommendations suggest education and placements be expanded in the continual strive for quality care for children and families (TfSL, 2017). The innovation presented here examines an e-learning placement aimed at enabling students to gain knowledge regarding care children's hospices provide and increase placement capacity.

Using the PEEP framework (Taylor, 2023) the e-placement was a week long and a joint enterprise with a local children's hospice. The placement consisted of 4 days online with a day visiting the hospice. Learning activities involved case study, journal club, simulation workshop and peer reflection.

Evaluation of the project was by pre and post placement survey. Response rate was high for the pre-placement survey, 75% (n=15) with a lower response rate post placement 35% (n=7).

Pre-placement findings indicated that for the majority of students their only exposure to children's palliative care was through university teaching sessions. Participants also indicated a lack of confidence in explaining the role of a children's hospice to families (80%), in caring for children and families receiving hospice care (73%) and in referral for children's hospice care (80%).

Post placement findings indicated a marked increase in students' confidence and knowledge. All respondents indicated more understanding regarding what palliative care was, the role of children's hospices and how to refer and support families. They would recommend the placement to other students, and they enjoyed the learning activities they undertook. They indicated that they found the experience very valuable and believed it should be available to all students in the CYP and learning disabilities fields of practice.

### **Learning Outcomes**

1. To develop an understanding of the stages in planning and implementing an e placement at a children's hospice for pre-registration nursing students.
2. To explore and discuss findings regarding student experiences related to development of student skill and knowledge.
3. To consider how e-placements could be used in other settings to enhance student learning and address issues of capacity.

### **Recommended Reading Titles**

1. Taylor, L (2023) *Constructing Online Work-Based Learning Placements - Approaches to Pedagogy, Design, Planning and Implementation*. Routledge.

### **Presenter Biographies**

#### **Jayne Price**

Jayne Price is an experienced educator and children's nurse. Her professional practice, learning/teaching and research coalesces around care of children with complex and palliative care needs and their families. She has published and presented widely.

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# The implementation of an interactive eLearning resource (The Baines Family Tree) to enhance the application of theory to practice within the undergraduate nursing curriculum.

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Tuesday, 23rd April - 16:25: 3.5 E-Learning in nursing education programmes - Oral - Abstract ID: 61

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*Ms. Kate Phillips (University of Leeds), Mrs. Lisa Forbes-Grant (University of Leeds)*

## Aim of paper

The aim of this paper is showcase the development of a digital family tree learning resource, created by nurse lecturers and learning technologists from the School of Healthcare within the University of Leeds. The digital learning resource introduces students within the nursing curriculum to a wide range of related characters from a diverse demographic, which have unique storylines and health events that evolve and develop over the curriculum. Enabling and empowering nursing students to apply theory to practice more effectively and consider systemic factors related to health and wellbeing in order to promote a more holistic approach to healthcare delivery.

## Abstract

The Baines Family tree project involves the development of a digital family tree learning resource hosted on Articulate storyline, which was created by nurse lecturers and learning technologists from the School of Healthcare within the University of Leeds. The digital learning resource introduces students within the nursing curriculum to a wide range of related characters from a diverse demographic, which have unique storylines and health events that evolve and develop over the nursing curriculum.

The resource was developed to enable, empower and enhance nursing students to apply theory to practice more effectively. The specific key aims underpinning its development were to:

- Overcome the ‘Theory-Practice gap which often exists within healthcare education.
- Use an evidence-based innovative approach to case-based learning that supports students to consider patients as a whole when delivering care, and understand the patient’s and their family’s needs from a social and environmental context.
- Develop a teaching resource based on narrative pedagogy to promote student consideration of the human element to care to develop their understanding of the importance of nursing values and how they should approach patient-centred care planning.
- Provide a learning resource that students can use to apply complex theoretical concepts to support the development of their practical understanding and skills.

We would like the opportunity to showcase the resource, its theoretical underpinning and discuss how the resource has created a more authentic learning experience for the student nurses at the University of Leeds. This will include exploring how the resource has been implemented in unique ways by nurse educators at the University of Leeds, across the nursing curriculum and within all nursing fields to support students within their learning, their application of knowledge within assessments and through simulation. We would also allow participants to access the resource and meet the members of the Banins Family,

## Learning Outcomes

1. Demonstrate how learning technology can be used to enhance and transform traditional models of healthcare education
  2. Explore how the use of the Baines Family Tree is supporting student nurses to apply theory to practice and consider a holistic approach to health care delivery.
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3. Showcase the student benefits of the Baines Family Tree eLearning resource and our digitally enabled collaborative framework

### **Recommended Reading Titles**

Giddens, J. Fogg, L. Carlson-Sabelli, L. 2012. Learning and engagement with a virtual community by undergraduate nursing students. *Nursing Outlook*. 58 (5), pp 261-267.

Giddens, J. Hrabe, D. Carlson-Sabelli, L. Fogg, L. North, S. 2012. The Impact of a Virtual Community on Student Engagement and Academic Performance Among Baccalaureate Nursing students.

Shuster, G. Giddens, J F. Roehrig, N. 2011. Emotional Connection and Integration: Dominant themes among undergraduate nursing students using a virtual community. *Journal of Nursing Education*. 50(40), pp.222-225

### **Presenter Biographies**

#### **Kate Phillips**

Kate Phillips joined the Child Nursing Team as a Nurse Lecturer at the School of Healthcare in November 2021. Kate holds professional Nursing & Midwifery Council registration as a SCPHN (Health Visitor), Children's Nurse & Adult Nurse. Her clinical experience has centred around practicing as a Health Visitor, working with families and communities, carrying out child health surveillance activities and promoting health and wellbeing. Her career moved into higher education in 2015 due to her passion for teaching and supporting the development of the future nursing workforce. Her particular subject areas are health promotion and early intervention and prevention, and promoting the importance of community nursing practice. Kate was awarded Senior fellowship with the AdvanceHE from her development of inter-professional learning approaches and engaging students within curriculum development and promoting the importance of the student voice within her previous academic role.

#### **Lisa Forbes-Grant**

Lisa Forbes Grant is a Lecturer of Mental Health Nursing, with a clinical background working with children, young people and families as a Mental Health Nurse and Health Visitor. She has experience of leading practice innovation in the NHS and Social Care, with a focus on promoting relational and restorative practice. Lisa joined the University of Leeds in 2022, contributing to the development and delivery of the undergraduate nursing curriculum within the School of Healthcare.

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# The use of epads on placement: Experiences of nursing students.

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Tuesday, 23rd April - 16:55: 3.5 E-Learning in nursing education programmes - Oral - Abstract ID: 93

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*Mr. Euthan Newman (Bucks New University), Mrs. Marie Newman (Bucks New University), Mrs. Helen Ayo-Ajayi (Bucks New University)*

## Aim of paper

- To determine how students were faring with their initial use of the Electronic Practice Assessment Document (epad) and to identify meanings students attributed around the use of the technology.
- To realise ways of improving the experiences of student nurses while using the epad on placement.
- To determine what further research can be undertaken in order to improve the implementation of epad use on placement.

## Abstract

**Background and rational:** Eportfolios have been used with nursing students with mixed results. It trumps the paper version by cutting down on storage and tabulates hours mechanically. It is also ideal for assessing competency-based studies (Janssens et al, 2022). The epad, a version of the eportfolio, has been relatively new and warrants review to help make necessary refinements to meet student and employment requirements.

**Methods:** A qualitative study using semi-structured interviews was undertaken. Data saturation was well achieved by the end of interviewing 15 participants. Thematic analysis of the transcribed responses was conducted in line with Braun and Clarke (2006).

**Ethics:** Ethical approval was received from the Bucks New University Research Ethics Committee. Written informed consent was gained and confidentiality was maintained. No funding was received, and no incentives were given to participants.

**Findings:** The experiences of the nursing students seemed to be influenced by several themes including, their introduction to the epad, the functioning ability of the epad, type of placement, whether it was their first or second and the ability of the placement professionals to use the epad. Students were not complacent and had their own recommendations for improvements.

**Discussions, conclusion and recommendations:** Health related information needs to be accurate and accessible in real time to aid rapid responses in healthcare (NHS England, 2023). In this respect, the use of epads on placement can provide benefits for student nurses and their educators. Embedding epad training within the curriculum would provide time, confidence and information sharing between both staff and students. These benefits need to be actively maintained through effective communication, software maintenance along with specific training and development for students and placement professionals. Further research on how placement professionals view the use of epad and how they can be supported is necessary.

**Key words:** eportfolios, epad, placement professionals.

## Learning Outcomes

- To discuss the link between digital application in educating, assessing nurses and determining the quality of their education
- To examine the implications for practice that epads hold for the healthcare service

- To critically analyse the experiences of nursing students using epads on placements

### **Recommended Reading Titles**

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Janssens, O., Haerens, L., Valcke, M., Beeckman, D., Pype, P. and Embo, M. (2022), The role of ePortfolios in supporting learning in eight healthcare disciplines: A scoping review, *Nurse Education in Practice*, Volume 63, pp 1471-5953, <https://doi.org/10.1016/j.nepr.2022.103418>

NHS England (2022) *Digital transformation*, Available at: <https://www.england.nhs.uk/digitaltechnology/> (Accessed on, 29/05/2022)

### **Presenter Biographies**

#### **Euthan Newman**

Currently a lecturer at the Buckinghamshire New University within the school of Nursing and Midwifery. Possesses a vibrant disposition which provides the fuel to serve sincerely. I believe in being always grateful for opportunities and relish the prospects of facilitating opportunities for others to thrive.

I was a member of the 2022 research team project exploring the barriers and enablers for progression to Health and Social Care careers for disadvantaged/ underrepresented Health and Social Care students studying in Further Education Colleges. This was a collaboration between Further Education (FE), Higher Education (HE) and National Health Service (NHS) employers. Recommendations were made to tackle challenges faced by students in their quest to move from FE to HE.

I have recently concluded a research on the use of epads with nursing students on placement and embarking on a Professional Doctorate in Education (EdD).

Motto: *Whatever the mind can conceive, we can achieve.*



## **4.1 Innovations in nursing education programmes (Intervention)**

## Pregnancy loss education for undergraduate nursing students: Evaluation of a brief intervention

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Wednesday, 24th April - 10:50: 4.1 Innovations in nursing education programmes (Intervention) - Oral - Abstract ID: 220

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*Dr. Áine Aventin (Queen's University Belfast), Dr. Martina Galeotti (Queen's University Belfast)*

### **Aim of paper**

The aim of the paper is to present findings on the impact of an innovative educational intervention regarding pregnancy loss for UK nursing students. Delegates will also be provided with an overview of the intervention components and information on how to access the intervention materials.

### **Abstract**

#### **Background**

Research indicates the effectiveness of compassionate communication, appropriate delivery of information, and professional support in decreasing parental distress following pregnancy loss. Although nurses will encounter patients experiencing pregnancy loss in community and hospital settings, pregnancy loss education for nurses is often absent. This leaves many feeling insufficiently trained to deal with pregnancy loss in practice. We aimed to address this deficiency with an evidence-informed educational intervention to increase knowledge, skills, self-awareness, and confidence regarding pregnancy loss among UK nursing students.

#### **Methods**

Educational resources, which included a podcast and pre-recorded lecture were developed and provided as a self-directed element of existing curricula. The podcast focused on lived experiences of miscarriage, stillbirth, and termination of pregnancy for medical reasons. The lecture included discussion of the importance of communication, and information on the clinical management of pregnancy loss. A pre-test/post-test cross-sectional survey design was used to investigate the impact of the educational intervention. The Perinatal Bereavement Care Confidence Scale (PBCCS) was completed by 244 BSc Nursing students before and after receiving the intervention. Quantitative data were analysed using a Paired Samples Wilcoxon test. Qualitative data relating to intervention content and delivery were analysed using Qualitative Content Analysis.

#### **Results**

Post-test, we found statistically significant effects for perceived competency on all learning outcomes ( $p < .001$ ). Qualitative findings indicated the perceived value of using real-life stories for learning, demystifying a taboo subject, and providing tools for practice. Respondents suggested the inclusion of more information on memory-making, support networks, and mental health following pregnancy loss.

#### **Conclusions**

The educational intervention increased student nurses' perceived knowledge, confidence, and skills in caring for families experiencing pregnancy loss. It offers an inexpensive and sustainable resource with potential for increased quality of care for those experiencing pregnancy loss in healthcare settings, increased patient satisfaction, and improved mental health-related outcomes.

### **Learning Outcomes**

- Understand the importance of pregnancy loss education for nurses.
- Understand how to develop and implement a pregnancy loss education intervention for pre-registration nurses.
- Understand the impact of a brief educational intervention on nursing students' perceived knowledge, confidence, and skills in caring for families experiencing pregnancy loss.

### **Recommended Reading Titles**

Galeotti, M., Heaney, S., Robinson, M., & Aventin, Á. (2023). Evaluation of a pregnancy loss education intervention for undergraduate nursing students in Northern Ireland: A pre-and post-test study. *BMC nursing*, 22(1), 1-10. <https://bmcnurs.biomedcentral.com/articles/10.1186/s12912-023-01408-4>

Galeotti, M., Mitchell, G., Tomlinson, M., & Aventin, Á. (2022). Factors affecting the emotional wellbeing of women and men who experience miscarriage in hospital settings: a scoping review. *BMC Pregnancy and Childbirth*, 22(1), 1-24. <https://bmcpregnancychildbirth.biomedcentral.com/articles/10.1186/s12884-022-04585-3>

### **Presenter Biographies**

#### **Áine Aventin**

Dr Áine Aventin is a Lecturer at the School of Nursing and Midwifery, Queen's University Belfast (QUB). She is a social psychologist who specialises in complex behavioural intervention development, optimisation and evaluation. Her research focuses on addressing global challenges in sexual and reproductive health, maternal mental health and pregnancy loss.

# The impact of a feedback literacy intervention on the grades of first year undergraduate nursing students

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Wednesday, 24th April - 11:20: 4.1 Innovations in nursing education programmes (Intervention) - Oral - Abstract ID: 64

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*Dr. Andrea Cockett (Kingston University)*

## **Aim of paper**

The aim of this submission is to provide an example of how current feedback research can be implemented into a pre-registration nursing course. Feedback is an integral part of any assessment process in Higher Education (HE) and a student's ability to use it effectively can be influential in their success. Current conceptualisations of feedback in HE centre on the concepts of feedback literacy and evaluative judgement and this project implemented an intervention to develop students' capabilities in these two key domains. The ability to use feedback productively is a key capability required for effective nursing practice.

## **Abstract**

This educational intervention centred on the development of feedback literacy and evaluative judgement for undergraduate nursing students. A year 1 assessment task was redesigned following staff and student feedback to provide opportunities for students to develop these two capabilities. The assessment task comprised:

- A formative essay plan for the summative assessment which included five indicative references that would be used to support the summative assessment task. A template plan was provided to support this assessment task.
- An essay based on a case study and an action plan that outlined how the feedback from the formative assessment was used to develop the case study essay. A template was provided for the action plan.

Students were supported with the assessment task and their understanding of feedback literacy and evaluative judgment with:

- A lecture outlining feedback literacy and evaluative judgement, why they are important and how they could develop these as capabilities
- A video to support the lecture hosted on the virtual learning environment
- The Developing Engagement with Feedback tool from the HE Academy
- Tutorials to support the assessment tasks

The outcome of this intervention was an average 30% increase in pass at first attempt for the modules modified and an increase in average grade of 2% compared against the previous year. Student demographic data indicated the two cohorts were largely comparable. Student satisfaction with assessment and feedback on the modules also increased.

## **Learning Outcomes**

- To develop knowledge and understanding of current HE research about feedback literacy and evaluative judgement
- To develop understanding of how this research can be applied to assessment within a pre-registration nursing course
- To develop understanding of how this type of educational intervention can be evaluated

### **Recommended Reading Titles**

Ajjawi, R., Tai, J., Dawson, P., & Boud, D. (2018). 'Conceptualising evaluative judgement for sustainable assessment in higher education'. In D. Boud, R. Ajjawi, P. Dawson, & J. Tai (Eds.), *Developing Evaluative Judgement in Higher Education*. Abingdon: Routledge.

Carless, D. and Boud, D. (2018). 'The development of feedback literacy: enabling uptake of feedback'. *Assessment & Evaluation in Higher Education*, 43 (8), 1315-1325.

Winstone, N. and Carless, D. (2019). *Designing Effective Feedback Processes in Higher Education*. London: Routledge

### **Presenter Biographies**

#### **Andrea Cockett**

Dr Andrea Cockett has extensive experience of higher education research with a focus on assessment and feedback. The application of this research to nursing students is a key focus of her work and she aims to enhance student experience and success based on the interventions that she leads. She is currently working on:

The implementation of an anti racist curriculum in her current university

The use of virtual reality to develop students digital capabilities with a focus on virtual wards

The development of academic literacy through a range of interventions for pre registration nursing students

# ViPER - How far does a pilot intervention programme accelerate success for those undergraduate learners identified at risk in the Faculty of Health?

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Wednesday, 24th April - 11:50: 4.1 Innovations in nursing education programmes (Intervention) - ViPER - Abstract ID: 9

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*Dr. Amanda Costello (University of Bolton), Mr. Itodo Adakpa (University of Bolton)*

## **Aim of paper**

To understand the factors why undergraduate nurses leave their nursing programme before completion

## **Abstract**

**Innovations in Nursing Education Programmes: Learners at risk of attrition 2.**

**How far does a pilot intervention programme accelerate success for those undergraduate learners identified at risk in the Faculty of Health?**

## **Introduction**

Our NHS Health England research project has identified learners at risk of not completing their chosen course in within the Health and Wellbeing Faculty.

Our evidence suggests learners may not engage with their programme of study and do not always take advantage of the support available to them. Further evidence shows that learners who are experiencing difficulties and struggling with their programme are the most at risk of transient levels of stress and low motivation and engagement (Olvera et al, 2019; Lo, 2002). This is due to the perceived pressure of work especially preparing for and completing assessments whilst also developing professional knowledge, skills, and attitudes (Radcliffe and Lester, 2003). Consequently, learners may leave their programme of study, for a range of reasons unknown to the academic team at the time of withdrawal or may experience unsuccessful assessment leading to fail withdraw decisions at progression and award examination boards.

## **Content of Oral Presentation**

Our oral presentation will give participants the opportunity to understand the risk factors involved in learner attrition, and will further investigate, how to minimise risk for the learners in your Faculty and across a University/HEI learner community.

- Who are our learners at risk?
- What did the learners say in their semi-structured interviews about why they may leave their nursing programme?
- what were the treasures that we discovered to support nurses in their learning journey?
- How did we alleviate and minimise risk for our learners?
- An evaluation of an intervention programme 'Maths for Nurses' and how the intervention increased learner confidence and reduced levels of attrition

## **Learning Outcomes**

1. To understand why learners are at risk of attrition and a discovery of the statistics of how many learners are leaving the profession without qualifying
  2. How does the role of the personal tutor and mentoring make a difference to learners in the first year of their preregistration programme?
  3. Why are intervention programmes important in supporting learners to be successful throughout their learning journeys?
-

**Presentation 'Take away'**

Widening participation for undergraduate nurses ensures equality and diversity for the future of quality nursing care and patient safety. How can we ensure our nurses are supported to be their best?

**Recommended Reading Titles**

Health Equity in England (2020) *The Marmot Review 10 Years On*. Available at <https://www.instituteofhealthequity.org/resources-reports/marmot-review-10-years-on/the-marmot-review-10-years-on-full-report.pdf> [Accessed 27/10/2022]

Lo R. (2002) *A longitudinal study of perceived level of stress, coping and self-esteem of undergraduate nursing students: an Australian case study*. *Journal of Advanced Nursing*. 39, 2,119-126

Olvera Alvarez HA, Provencio-Vasquez E, Slavich GM, Laurent JGC, Browning M, McKee-Lopez G, Robbins L, Spengler JD. (2019) *Stress and Health in Nursing Students: The Nurse Engagement and Wellness Study*. *Nurs Res*. 2 ;68(6):453-463. Doi: 10.1097/NNR.0000000000000383. PMID: 31693551; PMCID: PMC7004871.

**Presenter Biographies****Amanda Costello**

Dr Amanda Costello is a Fellow and Senior Lecturer and Researcher at the University of Bolton and Programme Lead for MSc Pathways in the School of Nursing and Midwifery. Research interests include learning disabilities and autoethnography work, assessment literacy and cross faculty development research and learner attrition HEE funded research. Additional interests include university wide research workshop delivery and facilitation and PhD supervision.

**Publications and Conference Papers and Presentations:**

Festival of Education Women Leadership Presentation Sheffield Hallam University 2019

NPQH DFE Conference for Leaders in Education: Presentation 2019

Aspiring Leaders Conference: Presentation Sheffield Hilton Hotel 2019

NPQSL DFE Conference: Presentation Manchester University & DFE 2019

Festival of Education Women Leadership Presentation London 2020

WomenEd UnConference Research Presentation Sheffield Hallam University 2019

WomenEd England UnConference Presentation Online 2020

Doctorate publication: SEND Leadership: Interpretive Phenomenology 2020

Routledge Chapter: My Changing Journey SEND: Autoethnography 2023

HEE Conference Assessment Literacy Presentation 2023

**Itodo Adakpa**

Mr Itodo Adakpa is a Nurse lecturer at the University of Bolton, School of Nursing and Midwifery.

Itodo has completed his MPhil and his research interests are Nursing attrition and clinical practice. Itodo has a vast amount of experience in the nursing profession both in clinical practice and nurse education.

## **4.2 Neurodiversity**



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# Understanding the experiences of neurodivergent students: putting research into practice

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Wednesday, 24th April - 10:50: 4.2 Neurodiversity - Oral - Abstract ID: 311

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*Dr. Rachael Major (The Guernsey Institute University Centre)*

## **Aim of paper**

To demonstrate how research into the lived experience of neurodivergent nurses has informed the educational practices and support for neurodivergent learners in both theory and practice settings.

## **Abstract**

Neurodiversity is used as a term to describe a group of conditions that are associated with neurodivergence, commonly autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia (also known as developmental coordination disorder, DCD), dyscalculia and Tourette's (Smith and Kirby 2021) although this is not an exhaustive list. Neurodivergent nurses will experience challenges within their working lives as well as bringing individual talents (Doyle 2020) and neurodivergent individuals are best placed to express these differences. Research that investigates lived experiences can help with understanding, however it is important that research is not conducted for research sake but that this research impacts positively on the lives of the people involved and informs policy and strategy (CFE Research 2020)

Over the last 10 years, the presenter has conducted research into the lived experiences of neurodivergent nurses and this presentation will discuss how this research has informed the development of a framework to support neurodivergent students both in university and practice settings.

This presentation will outline the early interventions undertaken to encourage disclosure, as well as earlier recognition, which has resulted in identifying the high number of neurodivergent students within cohorts but a reduction in rates of attrition.

The presentation will discuss inclusive practices that have been put in place for students, across all levels of study, including the ongoing training and education that has been required for both lecturers and practice colleagues.

## **Learning Outcomes**

At the end of the presentation and questions, delegates will be able to:

- Identify how research has influenced the early identification and reduced attrition of neurodivergent students within a higher education institution.
- Describe the framework put into place to support neurodivergent students both in theory and practice including identification and implementation of reasonable adjustments
- Discuss how academic staff have been supported to develop more inclusive pedagogical practices as a result of learning from research and the lived experiences of neurodivergent nurses

## **Recommended Reading Titles**

Crouch, A.T. (2019) Perceptions of the possible impact of dyslexia on nursing and midwifery students and of the coping strategies they develop and/or use to help them

cope in clinical practice *Nurse Education in Practice* 35: 90–97

Doyle, N. (2020) Neurodiversity at work: a biopsychosocial model and the impact on working adults *British Medical Bulletin*, 135:108–125

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Royal College of Nursing (2022) Neurodiversity Guidance for employers, managers, staff and students Available at: <https://www.rcn.org.uk/Get-Help/Member-support-services/Peer-support-services/Neurodiversity-Guidance>

### **Presenter Biographies**

#### **Rachael Major**

Rachael has been a lecturer/senior lecturer for the past 22 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 lead on the development of new guidance and resources for the RCN to support neurodiversity in nursing.

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## Co-creating nurturing clinical learning environments with autistic student nurses: A pilot project, University of Salford

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Wednesday, 24th April - 11:20: 4.2 Neurodiversity - Oral - Abstract ID: 37

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*Mrs. Jo Sullivan (University of Salford), Mrs. Sarah Ratcliffe (University of Salford), Mr. Daniel Morbey (University of Salford), Ms. Grace Simcock (University of Salford)*

### Aim of paper

To disseminate and best practice which enables and supports professionalism across sectors and at all levels in the implementation of enabling clinical environments for autistic individuals .

To showcase unique and emancipatory work that has been directly created, implemented, evaluated and led by autistic students.

To offer an opportunity for organisations in the development and retention of a diverse workforce by sharing knowledge. This can assist in developing and delivering strategies, service design and co-produce expertise that addresses inequalities and improves health outcomes by consider the learning requirements of Neurodiverse individuals and how we can strategically enhance student wellbeing.

### Abstract

Our innovative education project aims to build enabling clinical learning environments for autistic students with knowledge and expertise led by our own autistic student nurses. 1 in 68 people are thought to be on the autistic spectrum(Christensen 2018) and inclusive recruitment practices in HEI's dictate that a diagnosis of autism is not a barrier to undertaking a nursing career(Equality Act 2010 ) However, little research exists regarding the unique challenges these individuals may face across degree course such as Nursing (Heaslip et al 2017). Furthermore the barriers women face in receiving a diagnosis of autism is well documented(Lockwood et al 2021, Zener 2019 ), this compounds challenges in a female-dominated workforce ,and can lead to poor wellbeing and attrition from working environment (Cleary et al 2023) In University autistic students may receive support, but this is often absent in clinical settings which is 50% of a student nurse's studies. When undertaking placement, attrition for this group is anecdotally high (Sullivan 2021). Our team have undertaken a project to create clinical learning environment that facilitate autistic individuals' unique requirements , create space for authenticity and nurture the latent abilities that a Neurodiverse individual has to offer (Bury et al 2019) . The hope is that the creation of inclusive workspaces may go some way in enhancing the working lives of others who have not declared their diagnosis or who self-identify as autistic (Romualdez et al 2021) We have worked collaboratively with our clinical partners to create inclusive spaces that will facilitate success, reduce attrition and enhance student wellbeing. This session will discuss our work and will be co-presented with our autistic students It will offer insight into the challenges faced , introduce the eLearning package we created and offer insight into how other organisations can create inclusive communities that enhance wellbeing.

### Learning Outcomes

- To gain an understanding of the strategic approaches required for organisations wishing to develop an inclusive clinically based pedagogy in the support of autistic students and diverse learner needs
- To gain insight into the potential of the application of this pedagogical approach to other areas of study (e.g. Preceptorship models, apprenticeships, AHP, Medical Students)
- To increase strategic and organisational understanding of the impact poor working environments and non-inclusive pedagogical approaches have on autistic individuals, their wellbeing and impact on attrition

### Recommended Reading Titles

- Cleary, M., West, S., Kornhaber, R., & Hungerford, C. (2023). Autism, Discrimination and Masking: Disrupting a Recipe for Trauma. *Issues in Mental Health Nursing*, 1-10.
- Romualdez, A. M., Heasman, B., Walker, Z., Davies, J., & Remington, A. (2021). “People might understand me better”: Diagnostic disclosure experiences of autistic individuals in the workplace. *Autism in Adulthood*, 3(2), 157-167.
- Sullivan, J. (2023). ‘Pioneers of professional frontiers’: the experiences of autistic students and professional work based learning. *Disability & Society*, 38(7), 1209-1230.

### Presenter Biographies

#### Jo Sullivan

Jo has led this pilot project and the subject is in-keeping with her own research career. As a qualified adult nurse for 35 years, Jo entered education in 2016 as a lecturer in Nursing, and since then has undertaken research and projects that directly narrate the experiences of autistic learners and nurses and how we facilitate success. As a former HEE RePAIR Fellow Jo also has a keen interest in student wellbeing and the causes of attrition in various groups of learners. She is a PhD student at Sheffield Hallam University, and a regular public speaker on the experiences of both supporting autism in organisations and on the family experience of raising an autistic son. Jo is a passionate advocate for equality and is committed to making the educational experiences of autistic individuals more accessible, successful and wellbeing-enhancing.

#### Sarah Ratcliffe

Sarah has been a qualified Adult Nurse since 1998. She has worked at the University of Salford for nineteen years; initially as a lecturer in Adult nursing and now is Directorate Lead for Practice Learning in one of the busiest Nursing Faculties in the country. Sarah is committed to embedding equality and inclusive practice throughout the student journey and as co worker on the project has led on creating a collaborative environment for our diverse and complex practice providers to facilitate this work. Her expertise has enabled us to embed the ethos of the project in a wide range of clinical settings, and her professionalism and open-mindedness has increased clinical partners confidence in the success of this work. Sarah has provided cultural sensitivity and insight into navigating the nuanced presentations of organisations in order to make the project successful.

#### Daniel Morbey

Daniel is a Third Year student at the University of Salford studying Adult Nursing, as a well respected member of his cohort, he is both a University ambassador and strong advocate for improving the student experience for all learners. Dan was diagnosed with autism in childhood; his openness regarding his condition and celebratory approach to ‘difference’ has been both infectious and respected by University and placement staff. Dan has shared his experience via FB and which was viewed by thousands of people and as a result of this he has provided a fantastic example for other young autistic people considering a career in nursing. He has candidly shared his own experiences of being autistic in clinical areas to co create the leaning resource we used to pilot this project. On qualifying Dan is hoping to work at a Staff Nurse in Orthopaedics

#### Grace Simcock

Grace is a 2nd year Adult Nursing student at the University of Salford. After a challenging start to her studies, Grace has proven to be both diligent and highly committed learner. Following a recent diagnosis of autism, she has been fully committed to making life easier for individuals like herself, and has generously shared her insights and experiences of working in clinical settings to create content for our project learning resources. Along with Daniel, Grace has provided tips and advice for staff who are supporting the learning requirements of students in placement and has given an authentic narrative for ‘how it feels’ to be a person of difference in these challenging environments. She is an amazing advocate for others who wish to pursue a career in nursing. Grace has provided insight into how autistic individuals might navigate these challenges to become a success.

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# Effects of Neurodivergence on Career Progression of Nurses: implications for education and training

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Wednesday, 24th April - 11:50: 4.2 Neurodiversity - Oral - Abstract ID: 247

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*Dr. Rachael Major (The Guernsey Institute University Centre)*

## **Aim of paper**

To recognise the impact that autism, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, developmental coordination disorder (DCD or dyspraxia, dyscalculia and visual stress can have on the career progression of nurses and to identify the implications for education and training both in higher education and practice settings.

## **Abstract**

Neurodivergent conditions are common; 4-15% of the UK population have dyslexia (Dyslexia Compass 2022), about 5% of the population have ADHD (National Institute for Health and Care Excellence (NICE) 2022) and 1.1% are diagnosed with autism (NICE 2020). Within nursing neurodivergent conditions may be even more common; a study by Wray et al (2012) identified that the number of students with a potential diagnosis of dyslexia was up to 28.5%, much higher than the 3% that had disclosed on application to the programme. Neurodivergence brings both strengths and challenges which impact the person both personally and professionally (RCN 2022).

An online questionnaire was conducted to further investigate the experiences of neurodivergent members of the nursing family. Respondents were asked to rate whether they felt that their neurodivergence had impacted on their career progression so far, using a Likert score, as well as an open question to elicit qualitative data. There were 657 respondents from across Great Britain and Northern Ireland which included 284 registered nurses, 293 student nurses, 59 trainee nursing associates and 21 registered nursing associates.

The results of the questionnaire will be presented, demonstrating the perceived effects of neurodivergence on the nurses and the themes identified within the qualitative data. The presentation will discuss academic and practical challenges associated with neurodivergence that impact career progression, as well as the psychological impact on the person, the effect of others and difficulties with the recruitment processes themselves.

Recommendations will be made to support members of the nursing family who are neurodivergent to navigate the challenges identified, including reasonable adjustments, education and training and changes to processes that could benefit all.

## **Learning Outcomes**

- Discussed the expressed impact of neurodivergence on the career progression of nurses.
- Recognise the role of reasonable adjustments in supporting nurses throughout their career trajectory.
- Make recommendations for the education and training of managers, education providers and human resource professionals to support nurses' career progression.

## **Recommended Reading Titles**

Doyle, N (2020) Neurodiversity at Work: a biopsychosocial model and the impact on working adults British Medical Bulletin 135 (1) 108-125

Royal College of Nursing (2022) Neurodiversity Guidance for employers, managers, staff and students Available at: <https://www.rcn.org.uk/Get-Help/Member-support-services/Peer-support-services/Neurodiversity-Guidance>

Smith, T and Kirby, A (2021) Neurodiversity at Work London: Kogan Page

### **Presenter Biographies**

#### **Rachael Major**

Rachael has been a lecturer/senior lecturer for the past 22 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 lead on the development of new guidance and resources for the RCN to support neurodiversity in nursing.

## **4.3 Sustaining and developing the educator workforce**

## Developing the future workforce: Academic Nurse Educators' Experiences and Perceptions of preparing and supporting student nurses for clinical placements in nursing homes.

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Wednesday, 24th April - 10:50: 4.3 Sustaining and developing the educator workforce - Oral - Abstract ID: 32

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*Ms. Julie Cooke (PhD researcher), Dr. Helen Aveyard (Supervisor), Dr. Kathleen Greenway (Supervisor), Dr. Sue Schutz (Director of Studies)*

### Aim of paper

Cooke *et al's*, (2020) literature review highlighted that nursing students generally experience satisfaction with the nursing home learning environment, but are dissatisfied with what they believe can be achieved in the clinical setting. Additionally, Garbrah *et al* (2017) identified that nurse educators are in a strong position to influence the career choices of students. However, there is a paucity of information addressing educators' experiences of nursing home placements. This paper presents the findings of a study using interpretative phenomenological analysis to explore academic nurse educators' experiences and perceptions of supporting nursing students undertaking clinical placements in nursing homes.

### Abstract

**Aim:** This paper explores nurse educators' experiences and perceptions of supporting nursing home placements. The global population is ageing and requires the provision of skilled registered nurses to meet their needs. However, students do not view nursing homes favourably compared to acute hospital placements (Garbrah *et al*, 2017). Nurse educators should accept the challenge to facilitate a change in perceptions towards nursing homes as valued learning environments.

**Design:** Interpretative Phenomenological Analysis (IPA) was undertaken to develop divergent and convergent experiences of nurse educators supporting clinical placements in nursing homes. Each interview was transcribed verbatim and analysed descriptively, conceptually and linguistically which is consistent with the IPA approach. The cross-group analysis elicited individual and shared experiences.

**Methods:** Semi-structured interviews with eight nurse educators were conducted online between December 2020 and March 2021. Smith *et al's*, (2022) six-step iterative process was followed alongside researcher reflexivity, to extract divergent and convergent superordinate and subordinate themes

**Results:** Participants highlighted how a curriculum focussed on acute care can result in minority settings such as nursing homes becoming overlooked in nurse education. This impacts participants' experiences and perceptions of the value of nursing home clinical placements by students, faculty and the nursing home nurses themselves. Participants expressed that because of this, it is more challenging for them to build trusting relationships and support nursing home staff to recognise the potential of their role and contribution to nurse education.

**Conclusion:** Participants highlighted that increasing faculty understanding of minority placement settings such as nursing homes will support positive role modelling and curriculum development. Developing positive role modelling for placement areas outside of majority placement settings such as nursing homes will encourage and support nursing home staff to understand the part they play in nurse education and increase their confidence to support student nurses.

### Learning Outcomes

- To appreciate the divergent and convergent insights of 8 nurse educators' experiences and perceptions of preparing and supporting students in nursing home clinical placements
- To consider the diversity of curriculum content and placement settings in your university settings.



- To acknowledge that nurse education should address this important issue to ensure a future workforce that is prepared for the demands and complexity of the ageing population.

### **Recommended Reading Titles**

Garbrah, W., Valimäki, T., Palovaara, M., Kankkunen, P. (2017). Nursing curriculums may hinder a career in gerontological nursing: an integrative review. *Int. J. Older People Nursing* 12, e12152. <https://doi.org/10.1111/opn.12152>.

Laugaland K, Kaldestad K, Espeland E, McCormack B, Akerjordet K, Aase I. (2021). Nursing students' experience with clinical placement in nursing homes: a focus group study. *BMC Nurs.* Sep 6;20(1):159. doi: 10.1186/s12912-021-00690-4. PMID: 34488739; PMCID: PMC8419895.

Smith, J.A., Flowers, P. & Larkin, M. (2022). *Interpretive Phenomenological Analysis, Theory, Method and Research*, 2nd Ed. London: Sage.

### **Presenter Biographies**

#### **Julie Cooke**

Julie Cooke is a qualified and experienced registered nurse and educator with experience in preparing and supporting student nurses for clinical placements in nursing homes. Julie seeks to expand her academic career through research by teaching and completing her PhD this year. Her passion for sharing knowledge and supporting pre-registration nursing students as well as her own experiences of nursing home placements has driven her to pursue this challenge, and the tenacity that she has developed throughout her experience will ensure good results. Julie will share the results of her doctoral study with you at ed24.

# **‘Growing our own’ Educators; opening doors and releasing the hidden potential within our general practice nursing workforce.**

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Wednesday, 24th April - 11:20: 4.3 Sustaining and developing the educator workforce - Oral - Abstract ID: 298

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*Mrs. Samantha Minett (Suffolk & North East Essex Primary Care Training Hub), Mrs. Sally Harris (Suffolk & North East Essex Primary Care Training Hub), Mrs. Amanda Bennett (Suffolk & North East Essex Primary Care Training Hub)*

## **Aim of paper**

The aim of this paper is to demonstrate how the innovation and implementation of a student nurse General Practice blended placement has had the benefits of developing, sustaining and retaining the educator workforce. Through the evolution of this project our GPN educator workforce has increased from 59 to 220 over a period of 2 years and additionally our placement capacity has increased by 28 practices. The added value of developing a virtual team of educators alongside the clinical practice educators has reignited professional passion and allowed a portfolio career opportunity to the workforce.

## **Abstract**

The Inspire Project is a blended placement approach adopted by our local Primary Care Training Hub to introduce second year student nurses to General Practice Nursing (GPN) and Primary Care. We accommodate a combination of Adult, Child and Mental Health branch students from our three local Universities into assessed general practice placements. The students attend virtual learning for three days per week and they spend two days in clinical practice in their allocated general practice surgery.

To deliver this initiative it has been necessary to “grow our own” educator workforce and as a result there have been two transformations within our educator workforce. Firstly, through SSSA updates we established educators within the clinical practice areas to support our learners accordingly in clinical practice. Secondly, we have created additional opportunities for virtual practice assessors and supervisors within our virtual general practice environment.

It has been a process of discovery. The Training Hub nursing team used the opportunities arising from professional development conversations, nurse forum events and practice visits to recruit our virtual educators into zero hour bank contracts. By supporting individuals to facilitate and deliver a combination of virtual one-to-one meetings and group tutorial sessions our GPN and advanced nurse practitioner educators have been able to share their expertise and specialist skills more broadly. It has reignited professional credibility and enjoyment, and enabled nurses who have a passion for education to realise their potential. The high level of student satisfaction and achievement of learning outcomes further endorse the educators’ talents and pride for their specific area of nursing practice.

The Inspire Project has supported the success of new student nurse capacity in host practices. Incorporation of the virtual educator roles has provided additional support for clinical practice areas and culminated in increased role confidence amongst all educators within our workforce.

## **Learning Outcomes**

1. To explore and uncover the benefits in delivering a blended placement in General Practice Nursing.
2. To discover the value of establishing and developing the roles of the virtual practice assessor and supervisor.
3. To understand how “growing our own” educators has had positive impact on the development of wider initiatives within our Training Hub nursing educator team.

### **Recommended Reading Titles**

1. Edmonds M et al (2022) Developing a general practice digital placement for student nurses. *Nursing Times* [online]; 118:9
2. Health Education England (2023) Educator Workforce Strategy
3. Training Hubs and how they work | Health Education England ([hee.nhs.uk](https://hee.nhs.uk))

### **Presenter Biographies**

#### **Samantha Minett**

Samantha Minett is a General Practice Nurse Educator within the Suffolk and North East Essex (SNEE) Training Hub. She is a dual registered nurse in adult and child branches with a Masters in Paediatric Advanced Clinical Practice. Her interest in training and education stemmed from supporting an expanding team in a paediatric emergency department. Following many years working as a Senior Lecturer in Higher Education, her recent role as a GPN Educator involves the coordination and delivery of an assessed student nurse blended general practice placement.

## Sponsor led session from Elsevier: Leadership Learning Landscapes: social learning in communities of practice'

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Wednesday, 24th April - 11:50: 4.3 Sustaining and developing the educator workforce - Oral - Abstract ID: 315

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*Dr. Cate Wood (The Queens Nursing Institute)*

### **Aim of paper**

The aim of this workshop is to provide an introduction to and showcase the use of social learning theory in nurse education.

### **Abstract**

The presenter of this session is an expert in the field of leadership education with academic, clinical and strategic experience and she writes extensively. She currently utilises 'social learning theory' in the education of Aspiring and Executive Community Nurse Leaders.

This guided workshop will explore the use of 'social learning theory' (well recognised theory in educational pedagogical circles) in a nurse education context - such as in undergraduate or postgraduate academic or clinical contexts (or breaking down barriers between the two), and for continual professional development. The workshop will showcase theory and practical examples whilst allowing the participants to take part in their own social learning on the day as a community of practice.

### **Learning Outcomes**

By the end of this workshop the participants will be able to:

- Understand what social learning theory is and how it may be applied in nurse education contexts.
- Have the skills to apply this theory in their own educational practice ( clinical or academic).
- Experience being part of a social learning group.
- Undertake their own reflection of the learning in this session by using a recognised model of reflection.

### **Recommended Reading Titles**

N/A

### **Presenter Biographies**

Dr Cate Wood is Director of Nursing Programmes (Leadership and Standards). She strives to encourage strategies and empower others to develop behaviours fundamental to high quality, safe and compassionate humanised leadership, and health care.

Cate became a nurse to use her head, heart, and hands in helping others. She expanded her learning whilst working in a variety of clinical (including District Nursing, advanced practice, specialisms in primary and secondary care and Public Health), managerial, educational and research positions with a focus on exploring ways of understanding what health is and approaches to human caring within the sphere of curing. What people perceive health to be, and the nuances of therapeutic encounters and relationships interest her. It is the person that is central, not the cure. In a humanising leadership context, the same is true, people matter more than things, relationships make the difference and reflecting is key. Cates' wide range of interests inform the art and science of nursing, health and health care.

## **4.4 Quality improvement & innovation**

# Becoming a nurse, the impact of the enabling and challenging factors of the future nurse curriculum

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Wednesday, 24th April - 10:50: 4.4 Quality improvement & innovation - Oral - Abstract ID: 159

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*Mrs. Heather Scripps (Birmingham City University)*

## **Aim of paper**

This submission presents findings from a three-year longitudinal study of a cohort of adult field nursing students. The aim of this study is to explore the process of becoming a registered nurse, from the students' perspective, within the context of the undergraduate 2020 'future nurse' curriculum in one university in a large city in England.

## **Abstract**

Using constructivist grounded theory, semi structured interviews have been used to gain rich data regarding the impact of the learning and practice experience upon students and their thoughts about the course and becoming a nurse. The study is longitudinal, following a group of students through their journey to becoming a registered nurse. This presentation highlights the key findings and how using these findings to guide innovations in education and support will not only enhance the student journey, but has the potential to reduce attrition.

The first year of the study being 2021, the participants discussed being significantly impacted by COVID-19. Isolation, delayed clinical placements, and online learning were significant. The second year, 2022, found the feelings expressed moved from those of positive anticipation during year one, to disappointment at the difference between expectation and reality. Also highlighted were positive in relation to support available at university but negative in relation to behaviours witnessed in placement, and the support received in relation to this. Within the final year, the students voiced anxieties around being a new registrant, not only from a practical perspective, but also in relation to how they may be received in their new work environment.

The findings from this study indicate that simple innovations and slight alterations to how students are approached and supported can have a significant impact on whether a student completes their training. For example, proactive, tailored interactions, and regular personal tutor updates are seen as 'quick fixes'. Equally, ensuring students are welcomed on their first day of a new placement makes more of an impression on the student than what skills can be signed off in the placement. The findings indicate that small innovations and care can have a huge impact on course retention and completion.

## **Learning Outcomes**

1. Allow the conference delegates to understand and appreciate the key enabling factors and challenges that have been experienced by the student participants during their course (2021 - 2024).
2. Highlight a range of innovations that could be introduced to support students to completion, both within the academic and practice settings.
3. Provoke, promote, and facilitate a discussion around realistic levels of student support, in relation to the findings of the study.

## **Recommended Reading Titles**

Brinkworth, R., B. McCann, C. Matthews, and K. Nordström. 2009. "First Year Expectations and Experiences: Student and Teacher Perspectives." *Higher Education* 58 (2): 157–173. doi:10.1007/s10734-008-9188-3.

Levett-Jones,T., Pitt,V., Courtney-Pratt,H., and Harbrow,G. (2015) 'What are the primary concerns of nursing students as they prepare for and contemplate their first clinical placement experience' *Nurse Education in Practice*, 15 (2015) 304 – 309.

Yale, A.T. (2020) Quality matters: an in-depth exploration of the student-personal tutor relationship in higher education from the student perspective, *Journal of Further and Higher Education*, 44:6. 739-752, DOI: 10.1080/0309877X.2019.1596235.

### **Presenter Biographies**

#### **Heather Scripps**

Having qualified in September 1996, having spent two years working in the NHS, I joined the Army as a nursing officer. During this time I developed a passion for teaching and education and just helping others to develop. I moved into nurse education whilst in the Army and was lucky enough to gain my Masters in Education whilst continuing to work clinically and enjoy the varied opportunities that are available to defence nurses.

Leaving the Army in 2017 I became a member of the placement support team at Birmingham City University (BCU) and my current roles are as course lead for Return to Practice and admissions tutor for our blended learning provision, the MSc Nursing. I started my PhD in 2019 and aim to have this completed in the next 18-months.

# Exploring the integration and impact of nurse and midwifery advocate roles on staff well-being and retention: a cross sectional survey study

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Wednesday, 24th April - 11:20: 4.4 Quality improvement & innovation - Oral - Abstract ID: 186

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*Dr. Naim Abdulmohdi (Anglia Ruskin University), Mrs. Andrea Tuckwell (Anglia Ruskin University), Dr. Sally Goldspink (Anglia Ruskin University), Dr. Hilary Engward (Anglia Ruskin University)*

## **Aim of paper**

This study assesses the integration of the Nurse and Midwifery Advocate roles within the Trust and their potential effects on staff well-being and retention.

## **Abstract**

### **Background**

The Professional Nurse Advocate (PNA) role represents a novel clinical leadership and advocacy position, applying the A-EQUIP model for registered nurses in England. Due to its recent inception, there is a lack of research evaluating its impact on nursing clinical practice.

### **Methods**

The study utilised a descriptive, cross-sectional research design. A survey conducted from October 2023 to January 2024 gathered data on nursing and midwifery staff roles and factors influencing access to professional advocacy support services. Questions covered staff attitudes, understanding of the role, and its impact on well-being, job retention, satisfaction, and burnout. Additionally, insights were gathered through open-ended questions on challenges hindering the role in clinical practice.

### **Results**

Four hundred and seven participants completed the survey. In this presentation, we'll discuss insights on professional advocacy services' accessibility and utilization in clinical settings. Most respondents (66%) were nurses, primarily band 5 (34%) and band 6 (22.4%), with 51% in adult nursing. The survey found that 94.8% of nurses and midwives were unaware of the professional advocate role, with 80.6% not accessing support. Despite this, there's a positive staff attitude toward the role and its benefits, with over 70% agreeing on its potential positive impact. Although midwives were more aware, nurses perceived the role to have a higher impact on their wellbeing, satisfaction, retention, burnout, and empowerment. Participants noted the advocate's role in supervision, support, and personal development. Access barriers include lack of awareness, time constraints, confidentiality concerns, embarrassment, and fear of repercussion.

### **Conclusions**

Although professional advocate roles show potential for a positive impact on staff wellbeing and retention, further clinical support is necessary for effective integration. Increasing staff awareness of the role and confidentiality protection are crucial future considerations. This should inform service development on how to enhance the role's effectiveness.

## **Learning Outcomes**

Participants will gain insights into the significance of effectively integrating professional advocacy services into clinical practice, which can inform national policy and service development.

## **Recommended Reading Titles**

- NHS England (2023). NHS Long Term Workforce Plan. <https://www.england.nhs.uk/publication/nhs-long-term-workforce-plan/>



term-workforce-plan/

- NHS England (2023) Professional Nurse Advocate A-EQUIP Model: A Model of Clinical Supervision for Nurses. NHSE.
- NHS England (2022) NHS Health and Wellbeing Framework. NHSE. NHS England (2021)

### **Presenter Biographies**

#### **Naim Abdulmohdi**

Naim has worked at ARU since 2010, with 22 years of experience in critical care nursing and nurse education. His research focuses on health workforce, utilizing clinical simulation to enhance students' skills. He has led two phases of a national simulation project funded by HEE, in collaboration with the Council of Deans for Health. Additionally, he's part of an international research group evaluating virtual learning environments' impact on nursing students' skills across seven universities.

Naim also researches nurses' experience and resilience, leading a workstream in an NHS-funded evaluation of Professional Nurse Advocate (PNA) and its impact on staff well-being. He's currently leading a large clinical research project on technology's role in improving information sharing and patient discharge from secondary to primary care.

## A county wide approach to dementia education

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Wednesday, 24th April - 11:50: 4.4 Quality improvement & innovation - Oral - Abstract ID: 269

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*Mrs. Katy Mundy (None)*

### **Aim of paper**

The aim of the paper is for the retention and education of staff involved in looking after people with dementia with a whole county approach, to include primary and secondary health care services. The ultimate aim is to improve the lives of people living with dementia accessing health and social care. Alongside the recognition that care staff looking after people living with dementia are highly skilled individuals and a profession that is recognised for its wealth of expertise.

### **Abstract**

This unique trail blazing approach to dementia education follows on from a county wide dementia steering group. Identified was the need for education to aid the retention of staff working with people living with dementia and enhance the life of people living with dementia. Importance was the need to look at a training package, that ensured that staff working in this field not only had the right training but were recognised for their unique skills.

Working collectively across all sectors of primary and secondary healthcare identified the CAIT (Communication and Intervention Training) A training programme developed by Professor Ian James. Communication and Interaction Training (CAIT) - Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust (cntw.nhs.uk) This was commissioned by the county, of particular interest in the training developed was the focus on assisting with dementia patients exhibiting behaviours that challenge (BtC) alongside defining a common dementia language. Care staff told us that this was an area that they would most like to be educated around.

The training package was initially delivered to primary and secondary health care sectors in June 2022. Such was the belief in the training that since April 2023 over 800 care staff have received the training either by in house educators or via the successful bid to health education England. Employed are trainers hosted by an acute trust to roll out the education to all health care sectors with a particular focus on care homes, Key performance indicators have been set collectively by the county with outstanding results.

There is a combined sense of joy from both the educators and staff receiving the training as they see the positive impact that it is having. There is now one positive language emerging across the county which we would like to share with other counties across the UK.

### **Learning Outcomes**

- A common language that is used when caring for people living with dementia that is positive.
- Understanding the needs of people living with dementia and how their brain and senses may be altered.
- How to de-escalate behaviours that challenge, utilising a variety of techniques
- A strength-based approach to caring for people living with dementia
- Practical techniques around, washing dressing, activities.
- Understanding of unmet needs and the impact of addressing these.
- The use of non-pharmacological techniques to manage distress.

### **Recommended Reading Titles**

- James, I. Gray, K. Moniz-Cook, E., et al. (2021). A new holistic non-pharmacological framework for understanding and managing behavioural and psychological symptoms of dementia. *British Journal Psychiatry Advances*. doi: 10.1192/bja.2021.

- James, I.A., & Gibbons, L. (2019). *Communication Skills For Effective Dementia Care*. Jessica Kingsley: London
- James. I.A., Sofrano, M. & Kamal, O. (2022). Use of CAIT in Acute Hospitals and physical health settings: the Solihull teaching. *Psychology of Older People: The FPOP Bulletin*, BPS (April 2022)

### **Presenter Biographies**

#### **Katy Mundy**

I am a dementia lead nurse for one of the largest acute hospitals in the South of England.

I have a passion for change and education in the field of dementia and strive to do this in collaboration with my colleagues in all sectors of health. I have a hands on approach where everyday I learn something new from either people living with dementia their friends or relatives or experts in this field. There really is no job like this and my goal is to be part of positive change at both a local and national level in the field of dementia

## **4.5 Evolving and innovative models of workforce training & education**

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## Developing a suite of academically accredited programmes linked to contemporary clinical practice

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Wednesday, 24th April - 10:50: 4.5 Evolving and innovative models of workforce training & education - Oral - Abstract ID: 56

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*Mrs. Maggie Maxfield (Royal Free London NHS Foundation Trust), Mr. Paul Marijetic (Royal Free London NHS Foundation Trust Country)*

### **Aim of paper**

Over the last few years, the nurse education team has developed a suite of accredited programmes to support the education/career pathways of our diverse nursing workforce. These programmes have enabled more staff to attend in house accredited programmes as they are more cost effective and more flexibly delivered. The module leaders and teachers are immersed in the real world of patient care and are clinically credible, research active and up to date. This has helped us to retain our nursing staff beyond the preceptorship period, increased work satisfaction and enables staff to deliver high quality evidenced-based care to our patients.

### **Abstract**

Wherever staff work there is an accredited programme that they can access at L6 or L7. It is not mandatory for staff to submit assessments for accreditation, but it is encouraged. The internal modules provide a pathway for staff to gain BSc, PG Cert or PG Dip qualifications.

Accredited Programme Steering Group was established in Sept 2021 providing governance for the accredited programmes, assuring, and enhancing the quality of the academically accredited programmes. The Accredited Programme Steering group meets every 2 months to discuss programmes: assessments, attrition, results, feedback and to learn from each other. The minutes and actions are shared with Trust-wide executive committees and contribute to the required annual quality monitor for the Higher Education Institute.

The Nurse Education Team has developed a CPD brochure for Nurses to ensure that everyone is aware of the educational offers and how it supports the educational /career pathway of staff.

Registered Nurses now have access to a wide range of clinical specialty modules including critical care, adult, and paediatric emergency medicine, anaesthetics to recovery within the intraoperative departments, medical nursing, surgical nursing, frailty, leadership, and practice education. Further modules are currently being developed within other specialties.

### **Learning Outcomes**

- To maximise partnership working between clinical and academic partners.
- What needs to be in place to set up academically accredited programmes.
- What are the benefits and challenges of setting up accredited programmes?
- What quality assurance process has been set up?
- What resources need to be in place for learners?
- What resources need to be in place for faculty members?
- What is the role of the Higher Institute of Education in this?
- What are the hidden costs?

### **Recommended Reading Titles**

HEE 2021 HEE Quality Framework <https://nshcs.hee.nhs.uk/publications/health-education-england-hee-quality-framework-from-2021/> accessed 29<sup>th</sup> August 2023

NHSE 13<sup>th</sup> July 2022 Retaining our nursing and midwifery colleagues

[https://www.england.nhs.uk/wp-content/uploads/2022/07/B1711\\_Retaining-our-nursing-and-midwifery-colleagues-13-July-2022.pdf](https://www.england.nhs.uk/wp-content/uploads/2022/07/B1711_Retaining-our-nursing-and-midwifery-colleagues-13-July-2022.pdf)

NHSE 2022 National Preceptorship Framework [https://www.england.nhs.uk/wp-content/uploads/2022/07/B1711\\_Retaining-our-nursing-and-midwifery-colleagues-13-July-2022.pdf](https://www.england.nhs.uk/wp-content/uploads/2022/07/B1711_Retaining-our-nursing-and-midwifery-colleagues-13-July-2022.pdf)

### **Presenter Biographies**

#### **Maggie Maxfield**

Maggie is Head of Nursing and Midwifery Education, Royal Free London NHS Foundation Trust. She is a registered nurse with a background in critical care nursing. She started her journey in education in 1999 and worked as a lead nurse for Pre and Post registered nursing and bands 2-4. She is passionate about widening participation and having education and career pathways for all non-registered and registered staff. She has a MA in Practice Education and has undertaken coaching and leadership courses.

#### **Paul Marijetic**

Paul has been working in the NHS since 2015, specialising in apprenticeships. He was first employed by HEE as an apprenticeships expert to support the NHS Trusts in London to understand and implement apprenticeships. He subsequently joined Royal Free London in 2018 leading the implementation of apprenticeships and becoming an approved apprenticeship training provider resulting in a 'GOOD' grade Ofsted inspection last summer. Prior to this Paul was Head of Apprenticeships at Creative and Cultural Skills and a large London Further Education College.

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# 'I wake up happy to be going in' – an evaluative, longitudinal study examining experiences of children's nursing students' hosted in a single NHS Trust

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Wednesday, 24th April - 11:20: 4.5 Evolving and innovative models of workforce training & education - Oral - Abstract ID: 246

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*Mrs. Elizabeth Crighton (Kingston University), Dr. Jayne Price (Kingston University), Ms. Grace McCarthy (Chelsea and Westminster NHS Foundation Trust)*

## **Aim of paper**

This paper focuses on a mixed-methods, longitudinal study examining the experiences of children's nursing students hosted in a single London NHS Trust throughout the duration of their programme.

## **Abstract**

Nurse education programmes incorporate 50% time in theory and 50% time within clinical practice (NMC, 2023a). The NMC education standards framework (NMC, 2023b) highlight the requirements for quality student placements. Placement capacity for nursing and healthcare students is problematic, particularly in London where there are increased numbers of nursing students (Kings Fund, 2021 and Taylor et al, 2016) with multiple Higher Education Institutions (HEIs) all competing to secure placements. This evaluative study collected data from a cohort of 10 children's nursing students to evaluate their 'hosting' experience collecting data using online questionnaires and semi-structured interviews at 3 time points throughout the duration of their 3 year programme.

Study findings highlighted multiple benefits for students, HEI's and hosting Trusts. Findings indicate that students who were hosted felt a sense of belonging to the organisation and were more likely to seek their first post there. Students also reported that they had acquired and developed a range of knowledge and skills as well as having grown in confidence in a familiar and supportive clinical learning environment. Good quality collaborative support from their host Trust and nurse academics appears to be central to the success of the student hosting experience.

Further, the study suggested that the hosting model maximises capacity and avoids time-consuming mapping for HEIs for each placement (Taylor et al, 2016). The model enabled the hosting Trust get to know a small cohort of students throughout the programme and can map them to particular clinical areas based on their preferences, pathway and capacity.

This small scale study recommends that the hosting model offers a range of benefits and could be rolled out more widely where host Trusts have capacity to offer a range of healthcare placements which align with the nursing pathway across a range of acute, complex, ambulatory and specialist settings.

## **Learning Outcomes**

- To explore the experiences of 'hosted' children's nursing students in relation to their clinical placements
- To identify the benefits and challenges of hosting students in a single NHS Trust for students, HEIs and NHS Trusts
- To explore the potential for the hosting model to be used more widely to address healthcare placement capacity issues

## **Recommended Reading Titles**

Pearce R., Topping A., Willis, C., (2022) Enhancing healthcare students' clinical placement experiences. *Nursing Standard*. doi: 10.7748/ns.2022.e11887

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RCN (2017) *Helping students get the best from their practice placements: A Royal College of Nursing Toolkit*, London: Royal College of Nursing

**Presenter Biographies**

**Elizabeth Crighton**

Elizabeth Crighton is Associate Professor at Kingston University and is an experienced nurse academic and children's nurse with a professional and research interest in supporting nursing students in clinical practice.



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# A new memory aide to remember principles of attachment for effective breastfeeding

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Wednesday, 24th April - 11:50: 4.5 Evolving and innovative models of workforce training & education - Oral - Abstract ID: 20

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*Dr. Lynette Shotton (Northumbria University), Ms. Cheryl Elliott (Northumbria University), Ms. Roslyn Nunn (NHS North of England), Ms. Kathryn Lane (Harrogate and District NHS Foundation Trust)*

## **Aim of paper**

Aligned with the overall theme of the conference and particularly Quality Improvement and Innovation, this presentation aims to provide an overview of the process and outcomes of a university funded research project conducted in collaboration between university academics with a nursing and midwifery background and Infant Feeding Leads in NHS practice.

The project involved selecting one of two memory aides designed to help remember and recall key principles of attachment for effective breastfeeding and piloting it across the Northeast and Cumbria in order to refine it before sharing more widely with breastfeeding educators and practitioners.

## **Abstract**

### **Background**

UK Breastfeeding rates remain low and as such are an important public health priority (PHE, 2021). Alongside UNICEF Baby Friendly training, there is an ongoing need to ensure practitioners are equipped with the requisite knowledge and skills to promote and support breastfeeding (UNICEF, 2023). In 2010 the applicant developed an innovative first letter mnemonic (CHINS) to help educators and practitioners retain and recall key principles of positioning for effective breastfeeding. It has since been embedded in UNICEF Baby Friendly Initiative training across the UK and beyond and the practice of the breastfeeding workforce. A UK evaluation of CHINS funded by the Burdett Trust for Nursing showed demand for a complimentary mnemonic for attachment. Many of the challenges associated with breastfeeding are linked to positioning and attachment, and therefore, this presentation will be relevant to nurses, midwives and practitioners involved in supporting breastfeeding.

### **Innovation**

Securing university research funding, a participatory research project was conducted in partnership with university midwifery academics and breastfeeding leads in the NHS to select one of two mnemonics for attachment and pilot it across the Northeast and Cumbria. This presentation provides an overview of the pilot, and the outcomes.

### **Value to the conference**

Aligning to aims of the conference, the presentation shows the value of collaboration between universities and NHS partners to conduct research which produces innovations, such as the new mnemonic, that can be embedded widely across education and practice for the breastfeeding workforce.

## **Learning Outcomes**

- To understand how the research pilot was conducted and participant (n=57) feedback helped improve the memory aide.
- Showcase a short film produced as an output of the pilot, which introduces and explains the innovative mnemonic developed in collaboration with academics, practitioners and service users.
- Provide a link to the film and digital resources showing the applicants mnemonics for positioning and attachment for future reference/ use/ sharing.

### **Recommended Reading Titles**

**Harland, L.** (2011) Remember CHIN. *Community Practitioner*, 84 (1), p. 18  
UNICEF Baby Friendly Initiative (2023) Breastfeeding Resources. Available at:  
Breastfeeding resources - Baby Friendly Initiative ([unicef.org.uk](http://unicef.org.uk))

### **Presenter Biographies**

#### **Lynette Shotton**

Dr Lynette Shotton is an Associate Professor and Deputy Head of the Department of Social Work, Education and Community Wellbeing at Northumbria University. She has a professional background in adult nursing and health visiting and much of her academic work has focused on the development and delivery of high quality curricula to educate and train the nursing and health visiting workforce. Her research interests are varied but she has a sustained interest in breastfeeding as an important public health priority. The memory aide CHINS she developed has been used in UNICEF Baby Friendly Initiative training since 2010 and current work focuses on evaluating the impact of this and using it as a platform to conduct research and introduce innovative approaches to education and practice in this area.

#### **Cheryl Elliott**

Cheryl Elliott is an Assistant Professor in the Department of Nursing, Midwifery and Health at Northumbria University. Cheryl is an adult nurse with experience of working in the UK and in Australia. She returned to the UK in 2012 and qualified as a midwife in 2014. Cheryl has been working at Northumbria University since 2018 where she is passionate about developing high quality midwifery curricula for UK students and those studying in Malta as well as delivering lectures focused on simulation to learners in Thailand.

Cheryl is currently conducting doctoral research: "An exploration of the expectations and realities of pregnancy and motherhood for nulliparous women aged 40 years and over".

#### **Roslyn Nunn**

Roslyn is the Infant Feeding Co-ordinator with the North East and North Cumbria Integrated Care System. Roslyn is responsible for leading on the regional strategy for infant feeding.

Previously, Roslyn has been an Infant Feeding Lead in Maternity, Health Visiting and Children's Centre Settings and has played a key role in managing UNICEF Baby Friendly Accreditation working collaboratively with key stakeholders in health and education.

Roslyn is involved in the National Infant Feeding Network, a network of around 800 infant feeding specialists and is the co-ordinator for the North East region.

#### **Kathryn Lane**

Kathryn is a Specialist Health Visitor - Infant Feeding Lead with Harrogate and District NHS Foundation Trust. Kathryn is an experienced practitioner who is passionate about developing the breastfeeding workforce through collaborative work with key agencies in health and local authority settings, as well as working closely with educational institutions across the region to enhance their breastfeeding curricula and support UNICEF Baby Friendly Initiative accreditation.

## **4.6 Innovations in nursing education programmes (Practice)**

## Grading practice in undergraduate nurse education.

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Wednesday, 24th April - 10:50: 4.6 Innovations in nursing education programmes (Practice) - Oral - Abstract ID: 59

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*Dr. Sarah Annesley (Northumbria University), Prof. Marco Tomietto (Northumbria University), Mr. James Wade (Northumbria University), Mrs. Leah Rosengarten (Northumbria University)*

### **Aim of paper**

This paper presents a novel approach to grading practice in Pre-registration nursing using a grading practice tool (GPT). Introducing grading to replace the usual approach of pass or fail has reshaped our approach to the assessment of student's performance in clinical practice. The specially developed GPT is an online tool composed of thirty-six objectives. Here we report our learning from applying the GPT to three consecutive undergraduate student cohorts from one Higher Education Institution.

### **Abstract**

In undergraduate nursing grading practice is generally avoided because it is seen as variable and inconsistent, susceptible to subjectivity and observational bias. Validity and reliability of the tools and grade inflation are seen as the most problematic areas. In this paper we will argue that a carefully constructed online grading practice tool (GPT) can enhance student learning, provide meaningful feedback and support the transition from student to newly qualified registered nurse.

A specifically developed GPT has been tested with three consecutive student cohorts. Using a cross-sectional design we have modelled the determination of the final practice grade in four areas of clinical competence. A convenience sample of 1,187 final-year students from one institution in the north-east of England were included. The sample involved three sequential cohorts with 391 in cohort 1 and 2 and 405 students in cohort 3.

Across the three cohorts there was a statistically significant difference in the mean practice grade between the cohorts. In the overall sample regression modelling showed that all four areas of student assessment contributed equally to the final grade.

Practice learning is fundamental to how students develop professional awareness and learn to nurse. The GPT is a positive approach to assessing placement performance which is transparent, collaborative and inclusive. Grading students' practice performance is complex, but we think it empowers them and their practice assessors. Nursing students complete their practice learning in increasingly challenging clinical contexts. The more understanding we have of their performance in practice then the better we can support them during their learning and their preparation for registration.

### **Learning Outcomes**

1. Evaluate the contribution that grading practice makes to the assessment of students' clinical performance.
2. Explore the strengths, opportunities and challenges grading practice raises in undergraduate nurse education.
3. Assess the educational value of grading practice.
4. Evaluate the rich dataset generated and how this can help monitor the effectiveness of practice learning.

### **Recommended Reading Titles**

Annesley, S.H., Platt, A., Wade, J.A., Tomietto, M., 2023. Grading practice as a strategy to improve proficiencies in undergraduate nurse education: Modelling key areas of competence, *Nurse Educ. Today* 128, Sep 2023 105890. <https://doi.org/10.1016/j.nedt.2023.105890>.

Donaldson, J.H., Gray, M. 2012. Systematic review of grading practice: Is there evidence of grade inflation?, *Nurse Educ. Pract.* 12, (2), 101-114. <https://doi.org/10.1016/j.nepr.2011.10.007>.

Dunbar, S.S.S, 2018. Consistency in grading clinical skills. *Nurse Educ. Pract.* 31,136-142. pp. <https://doi.org/10.1016/j.nepr.2018.05.013>

### **Presenter Biographies**

#### **Sarah Annesley**

Sarah is an experienced leader of Pre-registration nurse education. She's an expert in Pre-registration nursing curriculum development, review and approval. Her research topics are across a variety of research areas including clinical research, theory and policy driven qualitative research and quantitative research on grading practice. The latter is the focus of this research presentation.

## Team Based Learning (TBL) in nursing education and its applicability to nursing practice

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Wednesday, 24th April - 11:20: 4.6 Innovations in nursing education programmes (Practice) - Oral - Abstract ID: 90

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*Mrs. Anice Kavathekar (Anglia Ruskin University)*

### **Aim of paper**

The aim of this research is to highlight the importance of Team Based Learning (TBL) as an active learning strategy in nursing education. A critical review of the academic literature revealed that nursing education heavily relies on traditional teaching methods which are passive and inadequate in preparing nurses for current health care realities. The findings from my research study will be valuable in understanding the role of TBL in nursing education to prepare the students for practice.

### **Abstract**

#### **Background**

Nurses play a vital role in providing, leading, and coordinating care. They are required to demonstrate a range of interpersonal and communication skills. However, evidence suggests that traditional teaching methods are inadequate in preparing for current health care realities. Team based learning (TBL) is an active learning strategy enabling students to achieve course objectives while learning how to function in teams. Literature suggests that TBL in nursing education has positive benefits, although it lacks clarity in terms of its benefit to nursing practice. The aim of this research was to explore the experiences of nursing students and their personal development tutors (PDT) in regard to participating in TBL and understand their beliefs about its applicability to nursing practice.

#### **Methods**

A case study research was conducted in a higher education institution among first year undergraduate nursing students and their PDTs. Data were collected using online survey, focus group discussion with students and analysis of their practice document, and interviews with staff.

#### **Findings**

TBL had beneficial effects for learning from others, knowledge enhancement, building relationships and promoting a sense of accountability and responsibility. Transferrable workplace skills developed through TBL such as: confidence in communication, team working and negotiation skills, self-awareness, and an understanding of cultural diversity were also seen. However, several challenges noted with students lacking team commitment, team conflicts, and a mismatch in expectations with TBL process. Strategies recommended to enhance the TBL experience by setting ground rules and personal tutor presence during TBL, creating learning environment through modifying the room lay out and positive reinforcement, integrating TBL in the summative assessment and support for the facilitator.

#### **Conclusion**

TBL is beneficial to prepare nursing students for practice. However, transitioning from traditional teaching to a classroom in which active learning takes place requires a paradigm shift for both students and educators.

#### **Learning Outcomes**

The delegates will be able to:

1. identify the benefits of team based learning in nursing education.
2. recognise the challenges of implementing a team based learning strategy in nursing education.
3. discuss strategies to enhance the team based learning experience.

**Recommended Reading Titles**

Harmon, R.B. and Hills, R.L. (2015) 'Transforming Psychiatric Mental Health Nursing Education With Team Based Learning', *Archives of psychiatric nursing*, 29(6), pp. 413–418. Available at: <https://doi.org/10.1016/j.apnu.2015.06.014>.

Michaelsen, L.K., Knight, A.B. and Fink, L.D. (eds) (2004) *Team-based learning: a transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.

Morris, J. (2016) 'The use of team-based learning in a second year undergraduate pre-registration nursing course on evidence-informed decision making', *Nurse education in practice*, 21, pp. 23–28. Available at: <https://doi.org/10.1016/j.nepr.2016.09.005>.

**Presenter Biographies****Anice Kavathekar**

My name is Anice Kavathekar, and I am a senior lecturer and a professional doctorate student at Anglia Ruskin University. I do hold dual registration in adult and children's nursing and is an NMC teacher who has been contributing to nursing education and practice for nearly 30 years. In my current academic role as a senior lecturer and course lead, I support undergraduate and postgraduate students in their research and offers personal tutor support. I am also an education champion for one of the local NHS Trust where I link between the university and the organisation supporting students and staff in their clinical practice. I was lucky to be the finalist for the 2023 student nursing times award in the best student experience category for creating a simulated placement for pre-registration nursing students to recognise and respond to deteriorating children and young people.

# The role of the practice educator in supporting the registered nurse degree apprentice

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Wednesday, 24th April - 11:50: 4.6 Innovations in nursing education programmes (Practice) - Oral - Abstract ID: 137

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*Mrs. Paula Shepherd (Bournemouth University)*

## **Aim of paper**

This paper will draw upon a systematic review and experience to illustrate the benefits of a practice education strategy that supports the registered nurse degree apprentice experience.

## **Abstract**

Introduced in 2017, the registered nurse degree apprentice (RNDA) programme is a recognised area for growth in the NHS long term workforce plan (2023). There is a perception that nurse education is returning to pastures old. The reality is very different. RNDA learners enter their programme with a diverse range of life experiences. The nature of a programme that is led by an employer in collaboration with the approved education provider has the potential for additional challenges in the way in which the RNDA learner is supported. An aim of apprenticeships is to enhance opportunities and promote widening participation. Unlike the traditional programme, apprentices are required to navigate the challenges of on and off the job learning whilst attaining the required theoretical elements of their programme.

As apprentices are employees, one consideration is how their learning experience supports their sense of belonging. There is a risk that learner needs can be presumed and assumptions made that the support offered is the same for all learners regardless of programme. The role of the practice educator is essential in identifying the potential challenges and strategies that facilitates a meaningful experience. Being listened to and heard is integral to retention and prevention of attrition. By understanding the differences of the RNDA experience, the effective practice educator can support practice and academic colleagues in developing strategies that enhance the RNDA learner experience.

This presentation will consider the development of a practice education strategy developed to support the registered nurse degree programme

## **Learning Outcomes**

1. To reflect on the learning experiences of the registered nurse degree experience
2. To identify the potential areas for change on practice education
3. To consider the strategies that aid a sense of inclusion and belonging.

## **Recommended Reading Titles**

Puthenpurakal, A. 2023. The rise and rise of the nursing apprentices. Available: <https://blogs.bmj.com/ebn/2023/09/10/the-rise-and-rise-of-the-nursing-apprentices/>

House of Commons Educations Committee, 2019. The Nurse Degree apprenticeship: in poor health? Eighth Special Report UK Parliament Publications. Available at: <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/1017/1017.pdf>



### **Presenter Biographies**

#### **Paula Shepherd**

I qualified as a registered nurse in 1986 and gained wide ranging clinical experience in the NHS, USA and private sector. Having gained experience of supporting learning in practice, I have developed my role in interprofessional practice education since 2004. My current role is Senior University Practice Learning Adviser. I am responsible for the quality assurance of placement experiences through monitoring, support and education. I am also a lecturer, academic assessor for adult nursing and personal tutor. My area of Phd research is the registered nurse degree apprentice experience.

**Poster Tour A | Quality  
improvement and  
innovation**

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## Poster 1 | Rising to the challenge

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Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 106

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*Mrs. Lisa Dare (Herefordshire and Worcestershire Health and Care Trust), Mrs. Sophie Ballard (Herefordshire and Worcestershire Health and Care Trust)*

### **Aim of paper**

We want to share the details of our new, innovative role within Public Health Nursing. The role focusses on retention of staff, support for students, education and leadership.

### **Abstract**

This exciting role was introduced as a Band 7 secondment opportunity for Health Visitors and School Nurses. Post-covid, we were faced with a depleted workforce yet increasing demand on the service. Investment was needed to retain staff and maintain team morale so that an optimum service could be delivered to children and families in our community. We were told to make the role our own, and adapt it as needed. From a starting point of organising students, the role has rapidly grown.

A big recruitment drive for community public health staff was needed and hard work would be required to retain those in post. This started with an overhaul of the outdated paperwork relating to induction process, competency document, student resources and learning opportunities. We have provided in house education according to need and designed service specific learning support tools for students.

As well as retaining staff, we needed to focus on our future workforce. We were keen to “grow our own” therefore, we have overseen the support for Specialist Practitioner students, creating a more positive culture of staff development. Identifying a gap, we created a bespoke preceptorship programme for our newly qualified Health Visitors and School Nurses

With clinical supervision high on the Trust agenda, the role lent itself well for this. Supervision sessions proved invaluable, enabling us to act as an advocate for staff at leadership meetings, ensuring issues were resolved at the earliest level. Specific training needs were highlighted and responded to.

Other services within the Trust have been intrigued by this innovative role. It can be adapted to many areas of nursing to meet current NHS workforce demands. The importance of investing time and nurturing talent cannot be underestimated. We would be keen to share our passion and enthusiasm for our work at conference.

### **Learning Outcomes**

- The value of the Clinical Project Manager Role within Public Health Nursing
- The importance of investing time for new starters and students, and also to retain staff

### **Recommended Reading Titles**

Rising to the challenge (Community Practitioner, September 2023)

### **Presenter Biographies**

#### **Lisa Dare**

Lisa has been a Health Visitor for 9 years. Previously worked as an adult nurse in critical care and has also trained as a midwife. Lisa is passionate about supporting new staff and improving quality within the 0-19 years service.

**Sophie Ballard**

Sophie qualified as a Paediatric Nurse in 2000 and moved into School Nursing in 2004. Sophie enjoys working with the SCPHN students and encouraging innovation in the 0-19 service.

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## Poster 2 | Exploring neonatal nurses' and parents' understanding of communication and early interaction with preterm infants: the need for tailored education

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Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 111

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*Dr. Lisa Whiting (University of Hertfordshire), Dr. Julia Petty (University of Hertfordshire), Prof. Celia Harding (City University London)*

### **Aim of paper**

To investigate nurses' and parents' understanding of factors that enhance or hinder communication between preterm infants and parents to gain insight into what resources are required to enhance knowledge.

### **Abstract**

Infants born preterm are at substantive risk of developing speech, language and communication (SLC) difficulties. Approaches to help bonding, attachment, and skin-to-skin care are often incorrectly referred to as "communication". However, while these are essential precursor skills that support parent-infant attachment, little direct attention has been given to developing early language and communication skills. This study sought to investigate nurses' and parents' understanding of factors that enhance or hinder communication and early interaction between preterm infants and their parents. A key aim was to gain insight into what education and resources are required to enhance knowledge of this vital area for nurses to support parents in their neonatal practice.

A qualitative interview approach using narrative inquiry methodology was undertaken. Nine nurse and eight parent participants were interviewed by a nurse researcher who was unknown to them.

Reflexive thematic analysis highlighted core themes. Whilst some participants indicated that they had accessed information from websites, there was little parental knowledge of the core components of communication beyond bonding, skin-to-skin care, direct talking/singing with their infants. Inhibitors to communication with infants included mask-wearing, incubator care and conflicting advice. Nurse participants had had little formal education in terms of facilitating parent-infant communication skills; their prime foci was skin-to-skin care and encouraging/reassuring parents.

In conclusion, foundation skills for developing a positive language environment for infants and their carers within a neonatal setting is largely mis-understood. Our findings contribute towards a better understanding of what constitutes early communication and interaction for nurses and other neonatal professionals, in order to educate them to support parents in this vital area. This is leading to ongoing work in developing education materials/resources that target improving communication with infants, including recognising neonatal cues, for student nurses, neonatal staff and parents. We will also report on our resource development in this presentation.

### **Learning Outcomes**

For the delegate to;

- understand why exploring communication between preterm infants and their parents is so important, in relation to improving infant-parent connection in neonatal care.
  - gain insight into the barriers and enablers of communication between preterm infants in order to inform best practice in the support of parents to 'read' their preterm infant's cues.
  - consider and discuss the need for nurse education and resource development in this important area of neonatal practice, in relation to supporting parents to communicate with their infants in the neonatal
-

unit and beyond at home.

### **Recommended Reading Titles**

- Harding, C., Levin, A., Crossley, S.L., Murphy, R., Van den Engel-Hoek, L. (2019). Effects of early communication intervention on speech and communication skills of preterm infants in the neonatal intensive care unit (NICU): a systematic review. *J. Neonatal Nurs.* 25 (4), 177–188.
- Harding, C., Whiting, L., Petty, J, Edney, S, Murphy, R, & Crossley, S.L (2022) Infant communication. How should we define this, & is it important? *J. Neonatal Nurs*, 28(6), 452–454
- Milgrom J, Newnham C, Martin PR, et al. (2013). Early communication in preterm infants following intervention in the NICU. *Early Human Development*. ep;89(9):755-762.

### **Presenter Biographies**

#### **Lisa Whiting**

Lisa Whiting is Associate Dean for Research in the School of Health and Social Work, University of Hertfordshire. She qualified as a general and children's nurse and then worked for several years within a paediatric critical care setting. In her current post, Lisa is involved in the teaching and assessing of undergraduate and postgraduate students across a range of academic levels. She completed her own doctorate in 2012; her work used a photo-elicitation approach to gain insight into children's wellbeing. Since then, Lisa has led several research projects that have spanned a range of child and neonatal health issues and that have had a strong focus on the involvement of, and the voice of, children, young people and their families. Other research has had an educational remit and has centred on the enhancement of learning for nurses working within areas of child health and children's nursing.

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## Poster 3 | Universal Design For Learning: A Journey, Not a Destination

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Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 178

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*Dr. Louise Daly (School Of Nursing and Midwifery, Trinity College Dublin)*

### **Aim of paper**

The aim of this poster is to report on the integration of Universal Design for Learning (UDL) principles in an existing undergraduate blended learning nursing degree module.

### **Abstract**

The quality improvement innovation was implemented further to the author's participation in an inclusive practices for teaching and learning module leading to a digital badge in UDL. According to CAST (2015) UDL is a means to "improve and optimise teaching and learning for all people based on scientific insights into how humans learn". The framework has three pillars: multiple means of 1. Engagement (why?), 2. Representation (what?) and 3. Action and Expression (how?).

*Preparing to make the journey:* The module was audited for aspects already in place that were consistent with recognised UDL principles. Examples that were identified included: structured layout of the virtual learning environment, learning materials available ahead of time and choice within the summative assessment.

*Planning and making the journey:* Additional UDL actions were next identified by the author (module leader) to enhance her teaching and learning practices within the module. Using the incremental 'Plus One' approach (Tobin and Behling 2018) and role modelling (to provide exemplars and support uptake from the wider module team), the following were focused on:

- Engagement: enhanced use of technology, e.g. module welcome message recorded with closed captions and provided in a written welcome text message,
- Representation: transcripts of recorded presentations and use of Blackboard Ally,
- Action and expression: end of lecture reflective questions added, enhanced opportunities for students to contribute in class, sharing of real world exemplars to build an enhanced learning community.

*Where to next:* Building a UDL community is an ongoing process. To continue our journey, UDL is now a standing agenda item on module team meetings and related actions will be incrementally adopted using the 'Plus One' approach. Student perspectives will continue to be sought, with any action plan implemented and feedback provided to students on how their voices impact module teaching and learning inclusivity.

### **Learning Outcomes**

1. Overview of the principles of Universal Design for Learning (UDL)
2. Exemplar of an approach to implementing/augmenting UDL principles in an existing course module
3. Demonstration of how the UDL approach can be sustainably embedded into module processes

### **Recommended Reading Titles**

CAST. (2018). *Universal Design for Learning Guidelines Version 2.2*. Wakefield, MA.

Tobin, T.J., & Behling, K.T. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. West Virginia University Press, Morgantown.

### **Presenter Biographies**

**Louise Daly**

Dr Louise Daly is an Associate Professor in Ageing and Community Nursing with over 30 years experience. Her clinical, education and research interests are in care of the older adult, with a particular focus on dementia care. She teaches and supervises in these and other areas across undergraduate and postgraduate courses, including on the interdisciplinary online Postgraduate Certificate and blended Masters in Dementia. She is a member of the organising committees of two Alzheimer Cafés, and she is a member of the steering and advisory committees of the Dementia Services Information and Development Centre. Dr Daly serves as a member of the editorial boards of *Dementia: The International Journal of Social Research and Practice* journal and the *International Journal of Older Person Nursing*.



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## Poster 4 | Review and Reform of the Nuffield Health Preceptorship Programme

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Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 179

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*Ms. Rachel Eastwood (Nuffield Health)*

### **Aim of paper**

The Nuffield Health Preceptorship Programme (NHPP) was benchmarked against standards for Preceptorship set by the relevant bodies, including Nursing and Midwifery Council (NMC) and Department of Health, however had not been benchmarked against new National Preceptorship Framework for Nursing set by National Health Service England (NHSE). The existing Quality Assurance Review (QAR) matrix was adapted to include these new standards, and an action plan established with clear aims to attain compliance. The QAR helped to identify key innovation opportunities and has resulted in an enhanced Preceptorship Programme.

### **Abstract**

#### **Purpose**

Since the publication of updated Preceptorship standards, it was important to review our Preceptorship offering to ensure compliance.

#### **Design**

The existing QAR matrix was adapted to include the NHSE framework. Our Preceptorship Programme was reviewed in depth against this matrix to assess compliance. In areas of partial or non-compliance, an action plan was developed with clear goals to achieve full compliance.

#### **Outcomes**

Key areas of growth identified was to create a Preceptorship Policy, ongoing Preceptor support and enhanced evaluation strategy.

A policy was developed utilising resources from NHSE, outlining Preceptorship purpose, suitability, process, roles, managing concerns and evaluation. This is currently being reviewed by a Preceptorship working group, made up of Clinical Educators and final sign off will be obtained by the Organisational Development Director. A Preceptor Support Programme exists to prepare those assigned to the role. Preceptor forums were set up to facilitate a supportive environment to share knowledge and receive updates. A Preceptor Development Programme is being designed offering ongoing support, including topics around coaching, setting goals and tackling challenges and will launch Summer 2024.

Programme evaluation was completed at end-point only by Preceptees. Following review, each taught session is evaluated, programme evaluation is also completed at mid-point, with feedback gathered from Preceptors and key stakeholders.

This process identified our Preceptorship Programme was highly compliant against the new standards (85% compliant/15% partially compliant against core standards and 48% compliant/35% partially compliant/17% non-compliant against gold standards. Following the implementation of the action plan, our Preceptorship Programme will be 100% compliant against core standards and 97% compliant against gold standards.

#### **Conclusion**

This QAR process was effective at benchmarking our Preceptorship Programme against updated standards, helping us to identify key strengths and opportunities for evolving the programme and influencing the structure of an action plan to improve future compliance.

#### **Learning Outcomes**

- To introduce the Nuffield Health Preceptorship programme, and provide context as to why we believe

its so important.

- To share our review process of quality assurance against updated national standards.
- To provide a summary of the key areas which has evolved the Preceptorship programme based on the quality assurance review.

### **Recommended Reading Titles**

<https://www.england.nhs.uk/long-read/national-preceptorship-framework-for-nursing/>

### **Presenter Biographies**

#### **Rachel Eastwood**

Rachel Berridge is a Clinical Educator and Registered Nurse working within the nurse education branch of the Learning Foundation at Nuffield Health. Since qualifying from the University of Leeds in 2017, she worked within Nuffield as a Registered Nurse. 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, and has recently completed her PGCert in Clinical Education.

Rachel joined the team to support with NMC OSCE preparation, and shortly after, Rachel supported with reforming the Preceptorship Programme. She has since become Preceptorship Lead, and is passionate about evolving the programme to support the transition of students into autonomous healthcare professionals.

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## Poster 5 | Transfer to Nursing: Transition project from Registered Nursing Associate to Registered Nurse

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Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 237

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*Mrs. Jenny Doak (Leeds Beckett University), Mrs. Zoe Lambert (Leeds Beckett University)*

### Aim of paper

The aim of this project is to support learners from non-traditional entry routes, enabling them to reach their full academic potential during and beyond their course. With a focus on supporting continued education through widening participation schemes, these activities will enhance academic skills with a direct impact on the learners understanding of research as an evidence-base. The use of artificial intelligence will help widen the scope of the learner's criticality, whilst the focus of the topic will aid learners' confidence in defining differences within professional roles. A mixed-methods approach will be employed to measure the effectiveness.

### Abstract

Most nursing associates aspire to develop and qualify as a registered nurse (RN) (Kessler *et al.* 2021). However, registered nursing associates (RNA) have been found to encounter significant academic challenges (Robertson *et al.* 2023). The 'Transfer to Nursing' pathway provides RNA's with an advanced entry route into the nursing degree. However, academic results and evaluative surveys revealed that there was not enough inclusive academic provision for these learners, and that they experienced a lack of support and some confusion around the role differences between an RNA and RN. Learners reported that they did not feel a sense of belonging during their integration onto the course which can lead to adverse academic outcomes (Metzger *et al.* 2020).

This pilot project aims to advance the educational landscape by addressing the unique educational needs of learners from areas with higher deprivation levels.

The project has been developed by synergizing three critical components: enhancing academic skills, improving knowledge around role differences, and integrating artificial intelligence into higher education. This innovative approach aims to develop their academic literacy, whilst strengthening their sense of belonging.

Through groupwork, workshops, discussion boards, these learners will be engaged in community building which is identified as an influencing factor of a 'sense of belonging' (Metzger *et al.* 2020). The focus of these sessions is around the critical appraisal of AI generated essays focussing on role differences between RNA and RN.

Artificial intelligence is an expanding field with vast potential in healthcare education. By integrating these AI resources, we aim to provide impactful content to stay at the forefront of healthcare, education and technological advancements whilst addressing the previously discussed confusion between professional roles and meet the individual needs of the learners.

Overall, this project uses innovative educational practices to improve learner's academic skills set, contributing to evidenced-based professional practice.

### Learning Outcomes

1. Gain insight into educational frameworks to support the transition of nursing associate to nurse.
2. To envision how artificial intelligence can be incorporated into academic research and used with integrity to contribute to professional practice.
3. To develop tools which could be used with experiential learners to enhance critical analysis and research group skills to enable future clinical practice.

### Recommended Reading Titles

1. Thurgate, C. and Griggs, C. (2023) Nursing associates 6 years on: A review of the literature. *Journal of Clinical Nursing*. Wiley Online Library
2. Robertson, S., King, R., Taylor, B., Laker, S., Wood, E., Senek, M., Tod, A. and Ryan, T.(2023) Trainee nursing associates in England: A multisite qualitative study of higher education institution perspectives.*International Nursing Review*. Wiley Online Library
3. King, M.R. and ChatGPT (2023) A conversation on artificial intelligence, chatbots, and plagiarism in higher education.*Cellular and Molecular Bioengineering*, 16(1), pp.1-2. SpringerLink

### **Presenter Biographies**

#### **Jenny Doak**

Jenny has been a lecturer at Leeds Beckett University since 2021. Her clinical background is in theatres and oncology working as a health care assistant, staff nurse, sister and a nurse education officer. She also worked as an agency nurse during the COVID-19 pandemic, cementing a good foundational basis of the fundamentals of nursing. Her research interest's span a breadth of education, gender, leadership as well as dementia and oncology. Jenny teaches across the nursing associate course, the adult and mental health nursing courses and some post-graduate programs but has been working particularly closely with the apprentice team. She has been involved in supporting the 'transfer to nursing' learners, gaining an understanding of their needs and aims to improve methods to ensure a smooth transition onto the nursing course.

#### **Zoe Lambert**

Zoe Lambert is a Registered Adult Nurse and Course Director for all Pre- Registration Nursing Apprenticeships at Leeds Beckett University. She has spent the majority of her clinical practice working in Neuro Intensive Care with specialist interest in critical care nursing, care of the person with a spinal injury and healthcare ethics. More recently having moved into higher education Zoe is passionate about nursing apprenticeships and the opportunities that they offer to widen participation for many into the nursing profession. Mainly working with the trainee nursing associates and on the transfer to nursing pathway, Zoe is focused on making this transition as smooth and fulfilling as it can be for the apprentices and developing the nursing workforce.

## Poster 6 | Expanding community placements for Pre-registration Nursing, Occupational Therapy & Physio Students within Nursing Home Settings

Wednesday, 24th April - 12:45: Poster Tour A | Quality improvement and innovation - Poster - Abstract ID: 140

*Mrs. Lynn Quinlivan (University of Hertfordshire)*

### Aim of paper

To share the experiences of developing sustainable placements within Nursing Home settings

### Abstract

**Background:** Increasing the number of placement opportunities within Primary Care is required to meet both the statutory programme requirements (NMC 2018 ,a),HCPC (2023) and NHS workforce plan (2023). Nursing Home placement opportunities for pre –registration nursing students is well established , less so for other pre-registration students.

**Aim:** Identify new areas within the PVIO sectors, particularly health and social care settings, utilizing established five-step approach namely: scope, identify, select, recruit and train. In discussion with existing providers, extend the professional groups from Nursing to include Occupational Therapy within a Nursing Home setting.

**Process:** Adapting UH existing Nursing selection and recruitment framework to include specific placement requirements for other professional groups such as Occupational Therapy to include statutory requirements of other professionals utilizing the subject discipline expertise within the project team.

**Implementation:** Moving away from a traditional model of single field allocations within nursing to multiple fields concurrently has led to a growth in the number of students being exposed to this learning opportunity . Backman, Ahnlund, Sjogren., McGilton. & Edvardsson, (2019)

**Outcome:** Placement expansion has seen an increase in overall capacity and the opportunity to allocate students from other disciplines such as Occupational Therapy. (HCPC,2023)

**Evaluation:** Emerging themes from analysis of Mental Health and Learning Disability students highlight the strengthening of person centred approaches to care and quality learning experiences. NMC 2018, B ., Feo, Conroy, Marshall, Rasmussen, Wiechula, & Kitson, (2017).

### Learning Outcomes

- Understanding of the University of Hertofrdshire Nursing five step approach to recruiting and selecting sustainable placements.
- Discussion of the evaluation process and lessons learnt
- The increase in the student footprint and recommendations for future practice

### Recommended Reading Titles

Backman, A., Ahnlund ,P., Sjogren., Lövheim., McGilton. & Edvardsson, D. (2019). Embodying person-centred being and doing: Leading towards person-centred care in nursing homes as narrated by managers. *Journal of Clinical Nursing*, 29 (1-2), 172-183. <https://doi.org/10.1111/jocn.15075>

Health Care Professions Council (2023) . *The standards of proficiency for occupational therapists* .<https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>

National Health Service Long Term Workforce Plan ( 2023) . <https://www.england.nhs.uk/publication/nhs-long-term-workforce-plan/>

Nursing and Midwifery Council. (2018a ). *Future nurse: Standards of proficiency for registered nurses.*  
<https://tinyurl.com/mre499pp>

Nursing and Midwifery Council. (2018 b). *Realising professionalism: standards for education and training. Part 2: standards for student supervision and assessment.*  
<https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-framework-for-nursing-and-midwifery-education/education-framework.pdf>

### **Presenter Biographies**

#### **Lynn Quinlivan**

Lynn Quinlivan , is a Principal Lecturer and Practice Placement Lead for Nursing at the University of Hertfordshire . Part of her role is the selection and recruitment of sustainable placements for the four fields of Nursing within both the NHS and the Private, Voluntary and Independent sector .

**Poster Tour B |  
Innovation in nursing  
education programmes**

## Poster 7 | Retention - Ambition for curriculum change? Exploring the lived experience of mature, female students on a Bachelor of Nursing (Adult) programme: An Interpretative Phenomenological Analysis study.

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract  
ID: 46

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*Dr. Owena Simpson (Royal College of Nursing)*

### **Aim of paper**

There is currently an international nursing shortage, with increasing demand for healthcare and shrinking resources, there are significant challenges for meeting the healthcare needs of the population (Adhikari and Smith 2023). National and international strategies for addressing the shortage of Registered Nurses have been to increase the number of students enrolled onto pre-registration nursing programmes. This paper sought to explore the lived experiences of mature female students undertaking a Bachelor of Nursing (Adult) programme. It explored the challenges and barriers faced by the students and investigated the factors that support students who have considered leaving but continue with their studies.

### **Abstract**

This qualitative research study explored the experiences of mature women from a widening participation background undertaking the Bachelor of Nursing (Adult) programme. It utilised Interpretative Phenomenological Analysis (IPA) and a purposive sample of eight participants were recruited into the study and semi-structured interviews were used to gather data.

Findings showed that course-related challenges significantly influenced their decisions to stay or go. The academic pressures and clinical placement experiences varied throughout the course, leading to feelings of being unable to continue with their studies.

The findings of this study clearly indicate a need for the structure of the programme to provide greater flexibility and opportunities for a wider range of delivery patterns for the pre-registration nursing programme. The current inflexible course design does not allow for any variation or individuality based on student need. A sustainable model of course delivery and opportunity for students to complete course requirements whilst also juggling their home and family lives is needed. A modular system would allow for a curriculum which is more family friendly, where students, for example, with childcare responsibilities could have more flexibility to take a break from their studies over the school holidays (Christensen and Craft 2021). Although this would provide additional challenges in the organisation and management of the programme, and such changes may be constrained by the University systems and professional body regulations, it is necessary to focus on making the programme as student centred, family friendly and flexible as possible.

It is incumbent upon nurse educators and key stakeholders to work together to strengthen the curriculum in providing more flexibility, recognising the individuality of learners and ensure that support systems are maximised. This will go some way to attracting, developing and retaining future student nurses. This will help address the current recruitment and retention crisis in the nursing workforce.

### **Learning Outcomes**

- To develop an understanding of the perceived challenges of undertaking the undergraduate nursing programme as a mature female from a widening participation background.
- To recognise the factors that support and encourage continuation on the programme.
- To use the knowledge attained to influence undergraduate curriculum development and student support systems.



**Recommended Reading Titles**

- Adhikari R and Smith P (2023) Global nursing workforce challenges: Time for a paradigm shift. *Nurse Education in Practice*. 69, pp. 103627–103627
- Christensen, M. and Craft, J. 2021. “Gaining a new sense of me”: Mature students experiences of under-graduate nursing education. *Nurse Education Today* 96, pp. 104617-104617. doi: 10.1016/j.nedt.2020.104617
- Mills, A. et al. 2020. Juggling to find balance: Hearing the voices of undergraduate student nurses. *British Journal of Nursing* 29(15), pp. 897-903. doi: 10.12968/bjon.2020.29.15.897

**Presenter Biographies****Owena Simpson**

Having qualified in 1993 as a Registered General Nurse I gained experience as a practitioner in various settings. I obtained a post at the University as a Senior Lecturer within the Adult Nursing Field. Whilst working at the University I managed modules on both pre and post registration programmes and have been the deputy course leader for the undergraduate nursing programme. In 2016 I obtained the role of Head of Subject within the school. I have completed a Professional Doctorate (Doctor of Advanced Healthcare Practice) and my research study is entitled: Sisterhood ‘We’ll pull each other through’. The lived experience of mature, female students on a Bachelor of Nursing (Adult) programme: An Interpretative Phenomenological Analysis study.

In April 2023 I commenced a secondment post at the RCN as Professional Lead Education (Quality Assurance). This role has allowed me opportunity develop skills in managing the QA of professional learning resources.

## Poster 8 | Comparison of first-year nursing students' GAD-7 scores – a pilot study focusing on Generation Z

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract ID: 52

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*Dr. Deborah Flynn (Northumbria University), Dr. Stuart Barker (Northumbria University)*

### Aim of paper

The aim of this paper is to highlight the newest generation of nursing students' emotional wellbeing needs within an intergenerational workforce

### Abstract

**Background:** Generation Z (Gen Z) are the first generation born into an internet-connected world and are recognised as being emotionally fragile as they may experience a delayed adolescence, and are at risk of increased social isolation, anxiety, and depression due to largely communicating virtually which results in immature social and relationship skills (Chicca and Shellenbarger 2018; Twenge 2027). Nursing students are increasingly experiencing mental health difficulties, especially those from GenZ.

**Aims:** The aim of the study was to capture the self-reported anxiety levels in first-year undergraduate nursing students, especially Generation Z (Gen Z) prior to or during their first placement.

**Methods:** Using a cross-sectional study design, data was collected via an online Generalized Anxiety Disorder-7 (GAD-7) questionnaire directed to first-year all-fields nursing students at a university in NE England. A total of 24 students completed the GAD-7 questionnaire.

**Findings:** Mean scores were calculated for each generational group. A generational comparison of GAD-7 scores revealed most Gen Z students reported higher levels of anxiety whereas Gen Y students reported intermediate anxiety levels. Mental health students reported less anxiety than their counterparts.

**Conclusions:** Being in a multigenerational workplace offers new challenges for Gen Z students and those supporting them, whether academically or clinically. Looking to the future, universities and placement providers must ensure integration of mental health wellbeing strategies for all students as this will not only improve the workforce but potentially reduce student attrition rates.

**Implications for Practice:** Placement providers and universities develop their intergenerational staff to support Gen Z students in all learning environments and to recognise students experiencing mental health difficulties; adopt technological teaching and learning strategies to maximise Gen Z student engagement; better placement preparation for students and provide expert role modelling and provision of feedback to meet Gen Z characteristics.

### Learning Outcomes

- To understand generation Z characteristics
- To explore generation Z level of anxieties
- To recognise academic and placement strategies to aid Gen Z's nursing journeys

### Recommended Reading Titles

Aloufi MA, et al. 2021. Reducing stress, anxiety and depression in undergraduate nursing students: Systematic review. *Nurse Education Today*. 102: 104877.

Chicca J, Shellenbarger T. 2018. Connecting with Generation Z: approaches in nursing education. *Teaching and Learning in Nursing*. 13:180–184.

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Shatto B, Erwin K. 2016. Moving on from Millennials: preparing for Generation Z. *The Journal of Continuing Education in Nursing* 47(6):253–254.

Twenge JM. 2017. *iGen. Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood.* : Atria Books.

Universities UK. 2023. *Stepchange: mentally healthy universities.*

### **Presenter Biographies**

#### **Deborah Flynn**

Deborah is a South African trained nurse, obtaining her Diploma in Nursing (General, Community Health and Psychiatry) and Midwifery in 1990. She worked across the private South African healthcare sector gaining experience in Neuro medicine, general surgery and Theatres. In 1993, she emigrated to Munich, Germany and worked as a ward Sister on a gastro-intestinal unit, then, in 2001 she relocated to Lucerne, Switzerland and worked on a gynaecological ward. In 2005, she moved back to her native UK and worked on a Stroke Unit.

She has worked in various academic roles since 2005 and obtained a Professional Doctorate in Nursing from Cardiff University in 2018. She is currently an Assistant Professor at Northumbria University.

Deborah's research interests lie in the use of humour within the clinical setting.

## Poster 9 | Nursing Associate Apprentices Non-Supernumerary Work-based Learning. The Story So Far – A Review of the Literature

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract ID: 289

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*Mrs. Ruth Smith (University of Northampton)*

### **Aim of paper**

The Aim of the literature review presented in this poster is to give an overview of the existing knowledge regarding non-supernumerary work-based learning utilised by nursing associate apprentices to inform further conversation, debate and research.

### **Abstract**

Nursing Associates are a new role in nursing in England which were introduced following a pilot commencing in 2017 a role to bridge the gap between unregistered healthcare workers and registered nurse (Willis, 2013 and Cavendish, 2013). Nursing Associates are registered and regulated by the Nursing and Midwifery Council (NMC) publishing programme standards (NMC, 2018). A popular route to access nursing associate learning is via an apprenticeship route. Apprenticeships have increased in popularity over the last decade for variety of reasons relating to widening participation, career pathways and financial incentive as access to the apprenticeship levy increases (Council of Deans, 2016). The number of individuals accessing apprenticeships is likely to increase given proposals in the NHS Long Term Plan (2023).

On NMC approved pre-registration programmes student nurses, midwives and non-apprentice nursing associates are 100% supernumerary in practice at all times (Elcock, Curtis and Sharples, 2007, NMC 2018). Nursing associate apprentices however are able to complete some of their learning while working in workforce establishments (NMC, 2018). While the move towards apprenticeships within health seem to be led by government agenda, access to apprenticeship funding and in response to health workforce needs (Nielson, 2017), the move away from supernumerary learning is less clear but it appears to have been led by workforce who cited the need for a more flexible and cost effective approach (Attenborough *et al.*, 2020).

Given the newness of the approach to work-based learning, further research and debate is required to understand the experiences, complexities and outcomes of this to inform practice.

This poster will present the a review of the published work via a literature review regarding supernumerary learning, apprenticeship learning and the approaches used for Nursing Associate Apprentices Practice Learning.

### **Learning Outcomes**

1. Explore the concepts of practice learning for nursing associate apprentices
2. Gain an overview of the pedagogy informing apprenticeship learning
3. Consider the implications of this new approach to learning on an NMC programme to inform further debate and conversation

### **Recommended Reading Titles**

NMC (2018) Protected Learning Time in Practice for Nursing Associate Programmes  
<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-protected-learning-time-supporting-information.pdf>

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NHS England (2023) The NHS Long Term Plan <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf>

### **Presenter Biographies**

#### **Ruth Smith**

Ruth is Deputy Subject Leader in nursing leading on Student Experiences and Apprenticeships at the University of Northampton. She is a part time professional doctorate student and completed her undergraduate BA(Hons) and MSc at Oxford Brookes University. She has had a varied clinical career working across acute and specialist general medicine, surgery and intensive care. After working as a Sister, she specialised in practice development and critical care outreach. Her interests are workbased learning particularly focusing on non-supernumerary learning for nursing associate apprentices and simulation learning. She has two children for whom she enjoys being taxi driver in chief and has a cocker spaniel called Angus. You can follow me on twitter @RoofusSmith

## Poster 10 | A mixed method study exploring the impact of ALERT on Second Year Nursing Students.

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract ID: 196

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*Mrs. Anita Combes (University of Surrey), Mrs. Kathy Poole (University of Surrey), Dr. Wendy Grosvenor (University of Surrey)*

### **Aim of paper**

The aim of this study was to establish undergraduate second year nursing students' confidence following the Acute Life-Threatening Events Recognition and Treatment (ALERT) course embedded in the curriculum.

### **Abstract**

Graduate nurses are expected to recognise and respond to deterioration and be competent in the complexities of care delivery with high consequence decision-making a part of clinical practice (Ebright et al. 2004, Valdez 2008, Burger et al. 2010) which is reflected in the NMC Standards for Pre-registration nursing programmes (NMC 2018).

The ALERT (Acute Life Threatening Events Recognition and Treatment) programme is a nationally recognised one day course designed to enable multi-professional practitioners with a structured approach to assess, recognise, manage and escalate the care of a deteriorating patient early in order to prevent further clinical deterioration (Smith et al., 2001) it has been widely documented to promote confidence and competence amongst the registered multidisciplinary team but little is known about its implementation within an undergraduate Adult Nursing Curriculum.

A mixed method approach was used including pre and post questionnaires and in depth focus groups. Results showed a statistically significant improvement in confidence levels in recognising deteriorating adults (p value = 0.001). The focus group highlighted three themes: increased confidence, improved decision making and enhanced communication. The ALERT programme has improved the student learning experience at University X and was favourably received, demonstrating that the course could be well placed within Undergraduate Adult Nursing curriculum in Year Two.

### **Learning Outcomes**

1. A blend of pedagogical approaches providing inclusivity to facilitate learning.
2. Increased Student confidence in the management of deteriorating patients.
3. Increased employability with a recognised course to facilitate student success in leadership and clinical decision making skills.

### **Recommended Reading Titles**

Smith G. B, Osgood V.M, Crane. S. (2002). ALERT—a multiprofessional training course in the care of the acutely ill adult patient. *Resuscitation*. 52 (2), 281-6. . doi:10.1016/s0300-9572(01)00477-4.

Smith, J., & Rushton, M. (2018). Improving student nurses' confidence in managing the acutely ill patient. *British Journal of Nursing*, 27(3), 124–129. <https://doi.org/10.12968/bjon.2018.27.3.124>

### **Presenter Biographies**

#### **Anita Combes**

Adult Nurse with 16 years experience in the Queens Alexandra Royal Army Nursing Corps (QARANC), I have been privileged to have served in Bosnia Sierra Leone, Iraq and Northern Island; specialising in Neuro-surgical ICU and Critical Care. I completed an MSc in Adult Critical Care and worked within critical care outreach for

several years which is where I learnt first hand how a structured approach could improve patient care. I joined academia in 2019 and have been fortunate to have been asked to lead year two curriculum development - managing complexities in care. I have recently completed the Senior Fellowship of Advanced Higher Education.

## Poster 11 | The impact of the COVID pandemic on nursing students' perceptions of their preparedness for becoming registered nurses: Three personal accounts

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract ID: 217

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*Dr. Carolyn Lees (University of Liverpool), Ms. Helen Marshall (University of Liverpool), Mr. John Paul Cleary (University of Liverpool), Ms. Claire Walker (University of Liverpool)*

### Aim of paper

To explore nursing students' perceptions of how the COVID 19 pandemic influenced how prepared they felt to become registered nurses

### Abstract

**Background:** As a result of the COVID-19 pandemic, adaptations were made to enable student nurses to continue on their undergraduate programmes. Changes included a sudden shift to virtual learning environments (Bdair, 2021). Some were joined the front line. Others were gradually introduced back to their clinical placements (Vázquez-Calatayud et al 2022).

**Methods:** A descriptive, qualitative study design using a focus group for data collection was used to gather the personal, detailed stories of 3 third year nursing students. Participants were recruited from the final year of an undergraduate nursing programme using purposive sampling.

**Data Analysis:** The interview data were analysed using inductive content analysis (Elo and Kyngäs, 2008). Data analysis was informed by the descriptive nature of the research.

**Results:** Four key themes were identified from the data: resilience, a sense of loss, the impact on teaching and learning and personal well being.

**Conclusions:** Participants reported some positive perceptions including an increase in personal resilience which strengthened their preparedness for qualification. However, their narratives provide important insights for nurse educators, including understanding how to support future students with their well being, their readiness for clinical placements and the effective use of virtual and e-learning in preparing them for becoming registered nurses.

### Learning Outcomes

1. to identify the impact of the COVID pandemic in preparing nursing students to become registered nurses
2. to understand how the change to e learning impacted on nursing students' understanding of the nursing role
3. to describe the sense of loss that nursing students felt which led them to question their decision on choosing nursing as a career.

### Recommended Reading Titles

Bdair, I. A. (2021). Nursing students' and faculty members' perspectives about online learning during COVID-19 pandemic: A qualitative study. *Teaching and Learning in Nursing*, **16**(3), 220–226.

Elo S, Kyngäs H. (2008) The qualitative content analysis process. *Journal of Advanced Nursing*, **62**: 107–115.

Vázquez-Calatayud M, Rumeu-Casares C, Olano-Lizarraga M, Regaira Martínez E. (2022) Nursing students' experience of providing frontline COVID-19 support: A qualitative study. *Nursing Health Science*, **24**(1):123-131. doi: 10.1111/nhs.12902. Epub 2021 Nov 22. PMID: 34761512; PMCID: PMC8662254.

### Presenter Biographies

**Carolyn Lees**

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Carolyn has an extensive academic background with her research interests relating to carer experiences, pedagogical approaches and out of hospital care delivery. She has presented at a range of research conferences both here in the UK and internationally.

**Helen Marshall**

Helen is responsible for the delivery of both undergraduate and post graduate health care education with a special interest in community nursing and learning disabilities. Helen has been invited in the past to present her research at conference in the UK and she works closely with both NHS organisations and charities in undertaking collaborative research projects.

**John Paul Cleary**

JP has a dual clinical and academic role spending time at the university and working in a busy city centre A&E department. JP teaches across the undergraduate nursing programme and has been actively involved with a number of research projects.

**Claire Walker**

Claire has an extensive academic career and is currently Director of Studies for the undergraduate nursing programme. Claire has a clinical background within critical care which has influenced her research interests and in particular collaborative studies across both academic and clinical environments.

## Poster 12 | Interprofessional Education and the Baby Friendly Initiative: Working Together to Empower Students, Families and Health Professionals

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Wednesday, 24th April - 12:45: Poster Tour B | Innovation in nursing education programmes - Poster - Abstract ID: 229

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*Mrs. Rebecca Hudson-Tandy (University of York), Mrs. Alison Smalley (University of York)*

### **Aim of paper**

This submission intends to highlight the positive outcomes for students, cascading to their practice supervisors and ultimately their patients from interprofessional education. When Nursing and Midwifery education teams come together to provide meaningful interprofessional education opportunities, the two professions can learn from each other and support each other.

### **Abstract**

The UNICEF Baby Friendly Initiative (BFI) University standards have been continuously implemented and maintained within our undergraduate midwifery education since our initial accreditation in 2011. In September 2022, our department was awarded the Achieving Sustainability award. This acknowledges both our commitment to teaching the key BFI learning outcomes, ensuring women and their families are empowered in their feeding choices, and involvement of the wider university to ensure the needs of staff, students and visitors are met.

It is well known that interprofessional education (IPE) can lead to improved health outcomes (van Diggele et al., 2020). Within the Department, we have nurtured a mutually supportive culture, ensuring the nursing and midwifery disciplines work collaboratively on BFI focussed learning for nursing students, supported and facilitated by midwifery students. This innovative IPE approach spirals throughout the nursing curricula, exploring a variety of topics such as exploring attitudes towards infant feeding, current feeding practices and the short and long term outcomes associated with human milk and responsive feeding practices. These sessions have been evaluated very positively, with a recommendation from students that they should be incorporated throughout the curriculum. As such, BFI focussed learning has been developed further and BFI content has been introduced into the Stage 2 BSc nursing programme and the MSc Nursing programme. Further plans have been made to introduce content into the Stage 3 BSc Nursing programme.

This submission explores some of the feedback received from students from the various teaching sessions and the development of interprofessional education within the department using the BFI standards and values as a springboard.

### **Learning Outcomes**

- To recognise the value of interprofessional education between Nursing and Midwifery students and collaboration between staff.
- To recognise the wider, holistic needs of patients and the value that interprofessional learning can bring to this.
- To build a mutual respect and awareness of each others' professions.

### **Recommended Reading Titles**

Unicef UK BFI (2019) Guide to the UK Baby Friendly Initiative university standards. Available at: <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf>

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Unicef UK BFI [no date] Achieving sustainability in universities: standards and guidance Available at: <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2018/11/Achieving-Sustainability-in-Universities-Standards-and-Guidance-Unicef-UK-Baby-Friendly-Initiative.pdf>

van Diggele, C. et al. (2020). Interprofessional education: tips for design and implementation. *BMC medical education*, 20 (Suppl 2), p.455.

**Presenter Biographies**

**Alison Smalley**

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**Poster Tour C |  
Innovation in nursing  
education programmes**

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## Poster 13 | How should futility concepts be used in decisions in attempting DNACPR in palliative care

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 31

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*Mrs. Claire Elizabeth Price (Swansea University)*

### **Aim of paper**

The aim of this poster presentation is to inform health care professional the argument on how futility concepts are used in relation to decision making when attempting cardio pulmonary resuscitation in palliative care patients .

Ethical issues will be explored such as patient autonomy, maleficence and beneficence.

It will also include the legality of DNACPR .

It is a discussion faced daily by many health care professionals especially nurses who care for palliative care patients, which does stress the importance of advance care planning with the patient while they have capacity to do so accompanied by family members if appropriate.

### **Abstract**

DNACPR was introduced in 1960's for acute cardiac events. Since then has more documentation and policies and procedures to support health care professionals including the resuscitation council guidelines (2021) and All Wales DNACPR Policy (2022).

Ethical : Ethics can be defines as the way of understanding and examining moral life (Beauchamp and Childress, 1994), Differences in ethical and cultural norms must be considered when starting and ending resuscitation attempts. In practice , ethical approaches include, autonomy, communication / truth telling, beneficence and non maleficence, deontology, utilitarianism must be considered when having conversation and making decisions. The NMC council (NMC , 2015) code contains professional standards that registered nurses must uphold.

Legal- Human Rights Act (1998) enabled allegations of breach to be brought to English courts rather than previously the European Court of Human Rights . There are a number of different rights that can support patients and guide professionals. Numerous cases have been taken to the court of appeal such as Winspear and city hospital Sunderland NHS trust foundation (2015) , this was a young man who's decision on placing DNCACPR documentation was not communicated with his mother and a breach of article 8.

Mental capacity: This focuses on statutory principles, decision making capacity, right to refuse treatment , euthanasia and assisted dying, withholding life sustaining treatment and best interests. There are 5 statutory principles of the mental capacity act (2005)

Advance care planning: This is a process of discussion between the patient and their health care professional. Its a statement of wishes which is not legal. It comes in when a patient looses capacity. Detering et al (2010) have highlighted that patients who have an ACP before death experience less stress , anxiety and depression after their relatives death and more prepared they don't have to make the decisions.

### **Learning Outcomes**

To enable delegates to :

1. Define the ethical principles in relation to DNACPR , futility in palliative care patients.
2. Explore the legal implications and mental capacity act on DNACPR , futility and palliative care patients.
3. Identify an advance care planning tool for health care professionals to sue in practice.

### **Recommended Reading Titles**

[https://executive.nhs.wales/networks/programmes/national-palliative-and-end-of-life-care-](https://executive.nhs.wales/networks/programmes/national-palliative-and-end-of-life-care-programme/documents/sharing-and-involving-a-clinical-policy-for-dnacpr-for-adults-in-wales/)

[programme/documents/sharing-and-involving-a-clinical-policy-for-dnacpr-for-adults-in-wales/](#)

Advance care planning re-imagined: a needed shift for COVID times and beyond (sagepub.com)

Medical Law Concentrate: Law Revision and Study Guide | Law Trove (oxfordlawtrove.com)

### **Presenter Biographies**

#### **Claire Elizabeth Price**

I qualified as a registered nurse in 1999 from City University London.

Most of my career has been in Oncology and Palliative care in Wales.

In 2017 i completed an MSC in medical Law and Ethics and PGCE in 2020.

I have been an adult nurse lecture in Swansea University since January 2023 and continue to share my passion for Palliative care and Medical law and ethics with the students .

I have a husband and teenage children and enjoy the outdoors including swimming , running , cycling and swimming.

I continue to build on my continued professional development and there are always learning opportunity's and learning as a nurse / lecturer.

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## Poster 14 | Targeted Practice Education Programme - Expanding practice education opportunities for learners along the breadth of the Cancer pathway and supporting implementation of the ACCEND framework.

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract  
ID: 138

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*Mrs. Claire Clarkson (Greater Manchester Cancer Alliance), Mrs. Clare Greenbaum (Greater Manchester Cancer Alliance),  
Mrs. Rebecca Costello (Greater Manchester Cancer Alliance)*

### **Aim of paper**

The aim of the poster is to provide insight into a 12-month project to develop and pilot a cancer focused practice placement for Nurses and Allied Health Profession (AHP) pre-registration learners. The placement model embeds the relevant capabilities in practice provided by the Aspirant Cancer Career and Education Development (ACCEND) programme. The model also compliments and utilises the digital offerings from the ACCEND learning hub. The poster highlights progress and key learning to date along with next steps and sharing best practice when developing innovative learning placements for our future workforce.

### **Abstract**

Cancer impacts one in two<sup>1</sup>, therefore there is a requirement to educate the future healthcare workforce to understand cancer and equip them with the appropriate knowledge and skills to provide holistic care for a person affected by cancer. We need to increase our workforce and scale up the number of people learning<sup>2</sup>, with an emphasis on developing innovative, multiprofessional placement models to increase capacity and adequately support additional learners<sup>3</sup>. There are currently limited opportunities for pre-registration nurses and AHPs to gain experience in cancer services. This project is part of the Targeted Placement Expansion Programme (TPEP) in Greater Manchester (GM) which focuses on the development and expansion of practice learning, identifying new learning opportunities across all healthcare services & sectors. The focus for this project is the expansion of practice education opportunities for learners along the breadth of the Cancer pathway, utilising cancer focused learning environments, ensuring equity of capacity and opportunity for learners outside of specialist oncology centres. From a baseline scoping survey of 214 pre-registration nurse and AHPs it was identified 94% would be interested in a cancer focused placement.

The placement has been co-designed with healthcare professionals, educators, and learners. The model empowers learners to engage with a meaningful placement that allows them to explore cancer services and self-direct depending on their specific interests. The two models are now live within the pilot organisations and to date 8 learners have completed the placement. Developing these placement pathways has encouraged working beyond traditional professional silos and boundaries, promoting a shift in learning culture whilst showcasing future career opportunities within cancer services. The development of these pathways have provided an increase in assessor and supervisor provision to support learners. This project has created an education environment where new ideas are promoted with valued contribution from all.

### **Learning Outcomes**

Increased awareness & understanding of cancer services, pathways and patient experience in order to transfer knowledge and skills into practice areas providing enhanced patient care.

Promoting collaboration with primary, secondary and community care to promote the one workforce ambition and integrated learning environments

Benefits of integrating learners with practitioners – empowering learners to self-direct own learning.

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### **Recommended Reading Titles**

1. World Cancer Research Fund. 2022. Uk Cancer Data and Statistics | World Cancer Research Fund UK. [Online]. Available at: UK Cancer Statistics and Data | World Cancer Research Fund UK (wcrf-uk.org)
2. NHS, 2022, . 2. Expanding the number of nurses, midwives, AHPs and other staff NHS Long term plan. [Online]. Available at: NHS Long Term Plan » 2. Expanding the number of nurses, midwives, AHPs and other staff
3. NHS England, 2023, NHS Long Term Workforce Plan, [Online] , Available at: NHS Long Term Workforce Plan (england.nhs.uk)

### **Presenter Biographies**

#### **Claire Clarkson**

Claire qualified as a therapeutic radiographer in 2009. Claire has worked within both photon and proton services and within treatment and pre-treatment areas. Claire has also been part of the radiotherapy education team where she explored the clinical skill mix and supported the CPEP project within COVID. Her current role is a cancer workforce and education project manager for Greater Manchester Cancer Alliance where she works on projects that aim to grow and develop a workforce that is responsive to the needs of those affected by cancer. Claire is passionate about helping the workforce realise the opportunity and potential to work outside their traditional professional boundaries.

#### **Clare Greenbaum**

Clare has been a nurse for 23 years and worked as an advanced clinical practitioner since 2011. Recently working in radiotherapy at The Christie @ Macclesfield/Salford satellite units. Her current role is TPEP Lead Practice Educator – Bolton Site. Clare is currently in her 4th year (part time) as a PhD student: Exploring the experiences of people who present with metastatic spinal cord compression with malignancy of unknown origin (grounded theory approach). Clare loves supporting the improvement of cancer care for both patients and my colleagues in both specialist and generalists settings.

#### **Rebecca Costello**

Rebecca has worked as a Colorectal CNS since 2007 at Stockport NHS FT. She developed from a band 6 CNS to a Senior band 7 CNS in the Colorectal Nursing team. Rebecca started her role as TPEP Lead Practice Educator for Greater Manchester Cancer Alliance in April 2023. The role is a year secondment that offers Rebecca a blended role maintaining clinical duties whilst working on the project to expand student placements in cancer services and implement ACCEND. Rebecca is passionate about empowering workforce to reach their full potential through education and development.



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## Poster 15 | Fearless Learning: Broadening our Learning Options to Meet Our Future Practice

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 272

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*Mrs. Heather Hanna (Imperial College, London), Dr. Deena-Shefali Patel (Imperial College, London)*

### Aim of paper

This presentation aims to explore how the options of learning online with a multidisciplinary team of international students can increase academic and subject-specific knowledge but also improve and develop real world capabilities and transferrable skills of the participants. It demonstrates how, although nurses are often daunted by learning alongside doctors and other senior healthcare professionals in postgraduate education, the experience can be very enriching for both. It also presents the fact that nurses succeed very well in this type of education, which produces confident and very able practitioners in the field.

### Abstract

Lifelong Learning is very important in the world of Paediatric and Neonatal nursing. The changing face of education can equip nurses with many transferrable skills as well as furthering their education in the field. This presentation aims to explore how a fully online course of post-graduate study with an international and multidisciplinary student body can not only increase academic and subject-specific knowledge but improve and develop real world capabilities and transferrable skills.

The use of active learning in a modern pedagogical approach enables the students to work together in teams to co-construct the learning, whilst approaching the topics at their own pace and from their own contexts, whilst giving and receiving support from their fellow students. This enables a richness of learning and incorporates the professional strengths of each discipline and each country's practice to enable the learning to be truly international. We reflect on how learning can develop practice, we consider how post-graduate education can enable practitioners to develop further as critical thinkers, independent researchers, international and local team players and academic writers. This enables them to develop their skills to communicate effectively with peers and the general public and to manage unexpected turns in the healthcare professional's career journey. Consideration of maximising the equality, diversity and inclusion from both learning as a group and supporting the students in their diverse approaches to learning is discussed. Nurses can give a unique insight into patient care and learning with doctors and allied healthcare professionals can give a more holistic and thoughtful approach to patient care. In considering the potential ways of learning in a multi-disciplinary team environment and accessing the learning online in a virtual learning environment, nurses have more options than ever to develop themselves in a competitive market.

### Learning Outcomes

- Critically evaluate the value of lifelong learning and further education in paediatrics and neonatal medicine with peers from other healthcare disciplines.
- Consider and appraise the utilisation of modern pedagogy in an online setting.
- Reflect on the value of nurses developing themselves as a researcher within their own contexts.

### Recommended Reading Titles

Gemmell, Isla et al. "Internationalisation in Online Distance Learning Postgraduate Education: a Case Study on Student Views on Learning Alongside Students from Other Countries." *Innovations in education and teaching international* 52.2 (2015): 137–147. Web.

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Aitken, Gillian. "A Postdigital Exploration of Online Postgraduate Learning in Healthcare Professionals: A Horizontal Conception." *Postdigital science and education* 3.1 (2021): 181–197. Web.

NHS England. Nursing research and evidence underpinning practice, policy and system transformation. NHS England » Nursing research and evidence underpinning practice, policy and system transformation [Accessed 20th October 2023].

### **Presenter Biographies**

#### **Heather Hanna**

Mrs. Heather Hanna studied both adult and paediatric nursing in a joint course at the Charles West School of Nursing (GOSH), London qualifying as a RGN/RSCN in 1989. She also qualified as an RN in Washington, USA, practicing there for 3 years in the Infant Intensive Care Unit and then as a Research Nurse at Children's Hospital, Seattle. Her career was mostly spent in Neonatal Intensive Care in the UK before she moved into Research at St Mary's Hospital Paddington where she also obtained her MSc in Allergy (dist.) from Imperial College London. In 2015, she moved into Education and obtained her MEd (dist.) in University Lecturing and Teaching from Imperial College. Her roles are now split between Undergraduate Medical Education working in the Medical Ethics and Law Team and Postgraduate Medical Education as Senior Clinical Teaching Fellow on the online Applied Paediatrics MSc course, both at Imperial College London.

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## Poster 16 | Development of “The Ward” board game to practice and consolidate teaching around bed management and infection control in undergraduate nursing students

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 273

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*Ms. Paula Garcia Merelas (Middlesex University London), Ms. Verona Hall (Middlesex University London)*

### **Aim of paper**

To present the development of an immersive board game for undergraduate nursing students to practice and consolidate teaching around bed management and infection control.

### **Abstract**

Third year student nurses need to demonstrate competencies in the ability to respond and manage risks in relation to infection prevention and control whilst taking proactive measures to protect public health. These competencies are not always achieved by students during placements. The 2022 NETS highlighted that nearly 20% of student nurses reported their overall placement experience as unsatisfactory or in need of improvement. Although clinical placement is essential to ensure competence development, the excessive workload in the NHS has negatively impacted the quality of this. Therefore, a decision was made to design an interactive simulation to help encourage the development of these competencies.

A board game that provides an innovative simulation experience for students was developed. The board game resembles a ward where patients are cared for in single gender bays/side-rooms with or without monitors. Students are required to allocate appropriate rooms and monitoring depending on the reason for admission. As a patient’s situation changes, students need to maintain infection control and appropriate ward management. The game allows up to 15 students to participate simultaneously which encourages interaction and discussion, allowing human factors to be developed as well.

The board game was piloted with adult, mental health and CYP student nurses. It was well evaluated in that 86% reported that the content was “excellent” and 14% “good” and 90% reported that set up, technology and equipment used were excellent and 10% reported it to be “good”.

“The Ward” board game is an innovative way for students to practice and consolidate learning in a simulated environment within a classroom. This allows students to not only learn from their peers but also discuss bed management and infection control topics within a safe and fun environment.

### **Learning Outcomes**

- Students will review different infectious diseases and mode of transmission
- Students will practice appropriate bed allocation for patients with different infectious diseases
- Students will participate in peer discussion around bed management and infection control

### **Recommended Reading Titles**

1. PLPAD (2021) Practice Assessment Document 2.0 nursing part 3
2. Dale B, Leland A, Dale JG. What factors facilitate good learning experiences in clinical studies in nursing: bachelor students’ perceptions. ISRN Nursing. 2013.
3. HEE (2022) The National Education and Training Survey (NETS)

**Presenter Biographies**

**Verona Hall**

Register nurse and midwife. Lecturer in skills and simulation at Middlesex University London.

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## Poster 17 | Supporting Infants, Children, Young People & Families with Effective Transitions across Services.

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 300

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*Mrs. Doris Corkin (Queen's University Belfast), Dr. Claire Kerr (Queen's University Belfast)*

### **Aim of paper**

Poor transition can lead to children and young people (CYP) and families feeling frustrated and losing confidence, disengaging with health care services and poor clinical outcomes. To address this issue and prepare the future nursing workforce, an innovative higher education module was developed as part of a new undergraduate Children's Nursing Curricula since 2021-22. An inter-professional team consisting of academic staff, clinical colleagues, patient and public involvement (PPI), have embedded a diverse nursing skill-set within this module. Through active collaboration, the aim is to impact on final year student learning and paediatric care between the hospital and community setting.

### **Abstract**

A great opportunity to deepen understanding of children's nursing, prior to their own transition from student to newly qualified nurse. In response to clinical and NICE focus on the need for effective transitional care (1&2).

### **Methods**

A collaborative partnership approach that has captured unique contributions from all team members involved. Flexible module coordinators / authors have established links with external contributors to co-design, produce and time manage guest speakers' schedules, linking quality research and policy to 'real world' practice (3).

### **Results**

Range of contemporary issues explored and the role of digital technology in promoting health examined, within campus and online.

Impact: raised students' academic ability, with excellent assessment results (ranging 62-85), student work e-poster presented at International Nurses Conference Aug 2022. Student testimonial *"it was one of the best and most influential modules in my final year."*

Invited PPI contributors: opportunity to shape student knowledge - empowered to share own story and advocate for others. Testimonial *"It was refreshing that this module valued my experiences and indeed those of parents, alongside clinician perspectives, in this way, together, hopefully we can influence the quality and availability of future transition support."*

Authors delighted finalists in Student Nursing Times Awards (Teaching innovation & Nurse Educator) 2023, also Transition chapter in 2nd edition of Care Planning book 2024.

### **Conclusions**

Overall, brought together research, education colleagues and external partners, fostering professional relationships and respect. Testimonial from QUB colleague (guest lecturer) *"An important aspect of the co-design of this module was the ongoing collaborative connections with clinical partners and students, which is evidenced with excellent module evaluations. The team involved in the delivery of this module have demonstrated innovation."*

Strong connectivity with diverse team and external stakeholders has produced an outstanding experience for nursing students, in line with the University's core values.

### **Learning Outcomes**

1. Critically examine the development of transition within children and young people's hospital and community services.
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2. Consider current policy and research and how this impacts upon the organisation and delivery of services.
3. Critically explore the role of digital technology to support improved self-management, care at home and use of range of information to deliver better population health outcomes.

### **Recommended Reading Titles**

1. Bryan, S & Ryan, J.A. (2019) Preparing children and young people for transition into adult care. *Nursing Times*, 115; 11, 23-26.
2. NICE guideline (NG43, 2016) Transition from children's to adults' services for young people using health or social care services.
3. Care Quality Commission (2014) From the pond into the sea: Children's transition to adult health services.

### **Presenter Biographies**

#### **Doris Corkin**

#### **Senior Lecturer, Children's Nursing, School of Nursing & Midwifery.**

Doris has had a privileged nursing career spanning more than 40 years, holds dual qualifications in Adult and Children's nursing. Specialised in neonatal nursing for 12 years, senior staff nurse in an acute children's medical / surgical ward for six years and was instrumental as a Community nursing sister for three years, establishing a new service, before accepting current teaching position in 2003.

Has been chair of the RCN CYP Specialist Care Forum and currently chair of the Professional Issues Forum. Doris appreciates opportunity to highlight the Northern Ireland perspective, actively inspiring BSc & MSc nursing undergraduate and postgraduate students, motivating healthcare staff in relation to life-long learning.

Doris has held a range of external examiner appointments, facilitates interprofessional simulated learning with fourth year medical students and continues to deliver evidence-based education that advances the field of children's nursing.

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## Poster 18 | The introduction of a new Critical Care specific Band 3 Healthcare Support Worker Education Programme

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 275

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*Ms. Celeste Formenton (Cambridge University Hospitals)*

### **Aim of paper**

To highlight the benefits and effectiveness of the introduction of a new Critical Care tailored educational programme for Band 3 Health Care Support Workers.

### **Abstract**

#### **Introduction and background**

In the local Critical Care (CC) department, Health Care Support Workers (HCSWs) must complete Band 3 (NHS Agenda for Change, 2023) competencies as part of their employment contract. These are generic competencies and the training provided by the Trust is not CC-specific.

A new CC Band 3 HCSW Education Programme was designed and introduced to two cohorts of HCSWs who started working in CC within the last 18 months. The learning outcomes of this Programme are based upon the “National Competency Framework for HCSWs in Adult CC Assistive Level (Band 3)” (CC3N, 2022) and the Trust Band 3 scope of practice. The Programme is structured over 3 training days. Each day uses a blended learning approach. The Programme is delivered by the CC practice development educators and other members of the multidisciplinary team.

#### **Methodology**

Feedback from CC HCSWs was gathered before designing the Programme.

A post-delivery Programme feedback was collected from the first two cohorts of attendees.

Pre and post-training day questionnaires on the subjects covered each day were administered to the attendees. The feedback and questionnaires collected qualitative and quantitative data while ensuring HCSWs’ anonymity.

#### **Results**

In the pre-implementation Programme feedback, 66.7% (n=6) expressed that the HCSWs Band 3 training programme should be CC-tailored.

The pre and post-training day questionnaires revealed that the overall HCSWs’ knowledge improved by 6%.

In the post-delivery Programme feedback, 100% (n=20) expressed that the Programme will allow them to provide better patient care, it increased their confidence in looking after critically ill patients and it is tailored to CC. 60% (n=12) will not change or add anything to the Programme.

#### **Conclusion**

Results are limited by the small cohort of participants. However, the delivery of the Programme enabled the HCSWs to increase their knowledge and confidence in providing care to CC patients.

#### **Learning Outcomes**

- To address the need for a critical care tailored educational Programme for Band 3 Healthcare Support Workers.
- To assess improvement in the HCSWs’ knowledge after attending the Programme,
- To evaluate the effectiveness of the Programme in increasing Healthcare Support Workers’ confidence in looking after critically ill patients.

### **Recommended Reading Titles**

Critical Care National Nurse Network Leads (2022) *National Competency Framework for Health Care Support Workers in Adult Critical Care Assistive Level (Band 3)* [Online] Available at: [https://www.cc3n.org.uk/uploads/9/8/4/2/98425184/working\\_version\\_-\\_cc3n\\_hcsw\\_assistive\\_proficiencies\\_-\\_working\\_version\\_july\\_2022.pdf](https://www.cc3n.org.uk/uploads/9/8/4/2/98425184/working_version_-_cc3n_hcsw_assistive_proficiencies_-_working_version_july_2022.pdf) [Accessed 10/08/2022]

NHS Terms and Conditions of Service (2023) *Agenda for change – pay rates* [Online] Available at: <https://www.healthcareers.nhs.uk/working-health/working-nhs/nhs-pay-and-benefits/agenda-change-pay-rates> [Accessed 02/10/2023]

### **Presenter Biographies**

#### **Celeste Formenton**

Critical Care Practice Development Senior Sister

Passionate about education and critical care

Critical Care Nurse since 2017 and Critical Care Educator since 2021.

Completed PgCert in Education in Healthcare, currently studying on MSc on the same subject



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## Poster 19 | Developing an innovative training programme for Registered Nurses (RNs) to verify expected adult death – Registered Nurse verification of expected adult death (RNVoEAD)

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Wednesday, 24th April - 12:45: Poster Tour C | Innovation in nursing education programmes - Poster - Abstract ID: 280

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*Ms. Paula Garcia Merelas (Middlesex University London), Mrs. Fiona Suthers (Middlesex University London), Mrs. Carmel Fitzsimons (Middlesex University London), Mrs. Louise Keane (North Central London Training Hubs)*

### **Aim of paper**

To present an innovative training programme using simulation to facilitate RNs to perform verification of an expected adult death (VoEAD).

### **Abstract**

Although VoEAD can be performed by doctors, nurses and paramedics, in North Central London nursing homes the responsibility has predominantly relied on medical practitioners. Hospice UK identified that patients in primary and social care were often presented with delays in the VoEAD, owing to constraints on GP services which was heightened during the pandemic. As a result, unnecessary distress was caused to grieving families. Gaps in essential guidance for nursing staff and lack of formal training around VoEAD were recognised.

A one-day training programme was developed by academics with expert knowledge in this field in partnership with Adult and Social Care Education and was facilitated at a state-of-the-art Simulation Centre. Simulations were designed using Lifecast manikins and professional actors for participants to practice the skill of VoEAD and difficult conversations around end of life. An MCQ exam was carried out at the end of the session to evaluate the knowledge of staff participating in the course and a competency document was created to support VoEAD in the workplaces.

There was a 94% participant feedback response rate. 99% agreed or strongly agreed that this course provided them with sufficient knowledge and skills to perform the VoEAD and the confidence to support residents, families and the team in this area. In addition, they felt better supported and significantly more valued in their role.

So far 112 RNs have been trained to perform VoEAD. Benefits are already evident since this skill has been undertaken by RNs within the target timeframe. This has also allowed for enhanced care delivery during a vulnerable time for patients, relatives, carers and care home staff. Moreover, this upskilling has provided development opportunities and a sense of fulfilment for RNs.

### **Learning Outcomes**

- Outline the scope of practice and legal aspects and review the medical and nursing responsibilities
- Demonstrate the correct procedure for verification of death, including: personal protective equipment, equipment, risk assessment and verification of death.
- Practice how to deal with difficult conversations

### **Recommended Reading Titles**

1 Merrifield, N. (2016) Guidance to tackle delays in nurse verification of deaths. Nursing Times.

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2 RCN (2023) Confirmation or verification of death by registered nurses

3 Lifecast Body Simulation <https://www.lifecastbodysim.com>

**Presenter Biographies**

**Paula Garcia Merelas**

Register nurse and midwife. Lecturer in skills and simulation at Middlesex University London.

**Fiona Suthers**

Head of Clinical Skills and Simulation Centre

**Poster Tour D | Evolving  
and innovative models of  
workforce training and  
education**

## Poster 20 | Community Nursing Induction Programmes and Development Files

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 89

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*Mrs. Emma Foreman (Northumbria Healthcare NHS Foundation Trust), Mrs. Clare Raffel (Northumbria Healthcare NHS Foundation Trust)*

### **Aim of paper**

The intention of the Community Nursing Induction Programmes and Development Files are to support and nurture staff within the Community Business Unit (CSBU). The Induction Programmes and Developments files were originally piloted for staff new to the community nursing setting, however, existing staff identified the perceived benefits within their roles. Therefore, all community nursing bands are given the opportunity to attend the programmes and are provided with the development file relevant to their role and responsibilities.

### **Abstract**

The Community Nursing Induction Programmes were created, developed and piloted in response to issues identified by community staff and as a consequence of Patient Safety themes (PSIRF, NHS England, 2022). The Programmes foster the diverse skills and knowledge vital to inexperienced nursing staff due to the ongoing evolution of community healthcare.

The Programmes have been developed through collaboration and clinical experiences from staff across the CSBU. The Induction Programmes are in their infancy, with approximately 50 staff completing to date. Live electronic evaluation is undertaken at every learning opportunity with the participants and sessions adjusted accordingly, if required.

The Development Files were originally intended for new staff attending the Induction Programmes, unaccustomed to the community setting, but following positive evaluation from existing Community Nursing Staff, all individual Bands now utilise their specific file. The files consist of knowledge and skills requirements, Clinical and Live supervision, SLOT (Strengths, Limitations, Opportunities and Threats) analysis, reflection, role progression and career pathways.

The sections within the File are to reinforce the varying Band requirements but also empower staff to consolidate and embrace role transformation, responsibilities, being a role-model and exercising accountability for patient care in line with The Code (NMC, 2018). Presentation of the Development Files to the senior NMAHP (Nursing, Midwifery and Allied Health Professionals) board has resulted in dissemination and appropriate adaptation of the Files in other clinical areas within the Trust.

The Induction Programmes and Development Files are to encourage skills, competence, and confidence within the community nursing workforce through a culture of innovative, interactive learning and collaborative knowledge. The cornerstones of staff recruitment, opportunities to support development, capturing and retaining talent continue to be an essential function of the Induction Programmes and Development Files. Further in-depth evaluation and audit are ongoing.

### **Learning Outcomes**

- Ensuring Clinical Skills, Competence and Confidence within 6 months of commencement into a Community Nursing Post. We utilise a variety of Interactive Pedagogical Approaches to ensure invaluable participation and immersion of essential learning, such as a Court Room Simulation and Escape Room sessions. Utilising Coaching & Encouragement to promote the ownership of Learning, Development & Quality improvement.

- Engage, Enable & Empower staff to contribute and Underpin the Trust Values. Support & Invest in staff to Reinforce & Strengthen the Valuable Contribution each staff member brings to the Organisation.
- Facilitate Positive & Collaborative working within teams, departments & across organisational boundaries.

### **Recommended Reading Titles**

NHS England (2022) Patient Safety Incident Response Framework and supporting guidance.

(NMC) Nursing & Midwifery Council (2018) Standards of Proficiency for Nursing Associates.

(NMC) Nursing & Midwifery Council (2015) The Code: Professional standards of practice & behaviour for nurses, midwives & nursing associates.

### **Presenter Biographies**

#### **Emma Foreman**

I qualified as a registered nurse in 2002 from University of Northumbria. Five years later I undertook the District Nursing Specialist Practitioner Qualification and consolidated my learning working as a Team Lead for many years. I have worked within the community setting for over 15 years, in a variety of roles and NHS organisations. I am currently a Clinical Educator within the District Nursing Development & Education Team. This role has enabled me to pursue my passion for supporting, developing and upskilling others by sharing my experiences, knowledge and skills through education and coaching. I enjoy delivering innovative education experiences and adapting my approaches to meet the diverse needs of the learners.

I am presently undertaking a Professional Nurse Advocate Masters Module, this will provide me the the knowledge, skills and confidence to further support the community nursing workforce.

## Poster 21 | Greater Manchester Cancer Academy: transforming the cancer education landscape

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 270

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*Ms. Molly Pipping (Greater Manchester Cancer Alliance)*

### Aim of paper

This abstract spotlights three pivotal dimensions:

1. **Sustainability:** From pilot to a sustainable model, we explore the GM Cancer Academy's journey towards long-term viability.
2. **Tech Innovation:** We investigate technology-driven education delivery, offering fresh perspectives on knowledge dissemination.
3. **Collaborative Vision:** By forging partnerships at local, regional, and national levels, the Academy plays a vital role in realizing the NHS's cancer services and workforce plan.

Embark on a concise yet powerful journey through the Academy's commitment to advancing cancer education, workforce retention, and aligning with the NHS's unified vision for the best care

### Abstract

The growth of the cancer workforce isn't keeping pace with the rising demand for cancer services. The recently published NHS Long Term Workforce plan commits to training, retaining and reforming the workforce to put the NHS on sustainable footing.

Greater Manchester Cancer Academy is the education arm of GM Cancer Alliance (sitting within the Workforce and Education programme, and provides a mechanism to standardise training, education and career frameworks for our current and future workforce. Our approach centres on immersive and engaging cancer education through blended learning. Each cancer sub-specialty has a dedicated Academy driven by the needs of our workforce. We push boundaries, fostering seamless collaboration, optimising resource utilisation, and maximising impact.

Our commitment revolves around exploring innovative education approaches, unburdened by conventional delivery. We're actively advancing healthcare workforce development by embracing cutting-edge technologies such as artificial intelligence (AI) to craft educational packages on advanced communication. This approach is instrumental in unlocking the leadership potential within each learner, enabling our future clinical leaders to champion technology adoption in healthcare. By equipping them to seamlessly interact with such technology, we empower them to instigate positive change and innovation in healthcare delivery.

The introduction of the ePortfolio marks a significant milestone in our pursuit of implementing the NHS England ACCEND (Aspirant Cancer Career and Education Development) programme and promoting 'in the moment learning.' This invaluable tool creates a digital record that captures the development of leadership qualities, aligning with the broader framework. By harnessing this technology, we ensure that our workforce is continually striving to unleash their full potential.

With 1 in 2 people expected to be affected by cancer, cancer is everyone's business. It's important we equip our whole nursing workforce (regardless of seniority, specialism, care setting or sector) with the skills and tools necessary to best care for patients.

### Learning Outcomes

1. **Understanding Cancer Workforce Challenges:** Gain a thorough understanding of the challenges in the cancer workforce and the NHS Long Term Workforce plan's ambitious goals and how GM Cancer Academy is a tool to reform workforce training and education
2. **Innovative Healthcare Education Proficiency:** understand how skills can be acquired through new approaches to cancer education through AI
3. **Digital Learning Tool Proficiency:** Learn to proficiently use the Cancer Academy ePortfolio for 'in the moment learning,' enabling the creation of digital records to develop leadership skills in alignment with national educational frameworks to support workforce retention

### Recommended Reading Titles

1. ACCEND Framework: <https://www.hee.nhs.uk/sites/default/files/documents/ACCEND%20Career%20Pathway%2C%20C>
2. NHS long term workforce plan: <https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf>
3. GM Cancer Academy: <https://www.gmcanceracademy.org.uk/>

### Presenter Biographies

#### Molly Pipping

Molly is the Senior Programme Lead for Education and leads the Cancer Academy. Molly graduated from the University of Salford with a BSc in International Business. Molly has been with the cancer alliance since 2021, previously leading on personalised care from a workforce and education perspective – this included launching the first ever 'National Cancer CNS Day'. Molly was the chair of the Training and Education Advisory Group for Cancer Support Workers, as part of the national ACCEND (Aspirant Cancer Career and Education Development Programme) and has since begun leading the education workstream for the North West Childrens Operational Delivery Network.

As part of her portfolio of work, Molly also leads the flagship 'Greater Manchester Cancer Conference'

## Poster 22 | Developing sustainable and expert in house post registration accredited education within a tertiary UK NHS foundation Trust

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 277

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*Mrs. Fiona Creed (Oxford University Hospitals NHS Foundation Trust), Mrs. Tracey Ali (University of Northampton), Mrs. Hayley Harvey (Oxford University Hospitals NHS Foundation Trust)*

### **Aim of paper**

Aims of the session:

- To provide an overview of partnership working to delivery an education innovative
- To explore the barriers and enablers to implementing these changes
- To identify the benefits to organisations for utilising this model of education

### **Abstract**

Over the last 7 years our NHSFT has been working in an innovative partnership with a local HEI to develop contemporary and sustainable in-house education. These programmes enable staff to achieve an accredited qualification in speciality that enables career progression from Band 5 through to band 8.

### **Aims of the project**

The primary aim of our project was to develop a range of innovative courses embedded in a patient centred approach. It was important to our teams that our programmes are developed and delivered by expert practitioners who are still working clinically within the specialist fields with contemporary knowledge . Our second aim was to make effective use of overstretched resources and make the best use of our CPD budget by delivering expert education at the fraction of the cost. Our final aim was to utilise educational programmes as a recruitment and retention tool .

### **Our HEI outcomes**

From a University perspective it was essential that programmes aligned with the HEI policies and processes whilst also supporting their vision/KPIs within the partnership. Sustainability, inclusivity, and future focused approaches were threaded throughout development and the provision.

A primary consideration in the partnership is the mutual benefits from developing our shared provision . Our ethos reflecting the stance that ” We are part of them, and they are part of us” in each project we collaborated on.

### **The impact of our project**

Each programme includes an element of Quality Improvement within the assessment tasks to enable learners to consider a small change they can implement

We have seen students from the projects have a refreshed energy for learning and utilise learning from programmes to gain promotion . We have been able to keep talented staff within the Trust by offering opportunities for local development of our learning faculty .

### **Learning Outcomes**

- To critically reflect on the challenges of partnership provision
- To critically explore the benefit of in house accredited provision
- To share student feedback on impact of courses



**Recommended Reading Titles**

Davies 2019 Bridging the CPD gap Independent nurse

Farmer R Usher J 2018 Why CAIeRO? Perceptions and impact often years of CAIeRO at the University of Northampton <https://www.northampton.ac.uk/ilt/wp-content/uploads/sites/2/2018/08/Why-CAIeRO-July-2018.pdf>

Spader C 2020 Partnerships and innovation: The future of nursing education <https://www.myamericannurse.com/partnerships-and-innovation-the-future-of-nursing-education/>

**Presenter Biographies**

**Fiona Creed**

Fiona Creed is a registered nurse and works as academic lead at Oxford University hospitals. Fiona has considerable experience in developing educational programmes and worked as a university lecturer for 12 years before returning to the NHS to continue developing her career . Fiona has a keen interest in developing education faculty within an NHS environment

## Poster 23 | Utilisation of a Simulated Approach for Aggression, Violence and Harassment.

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 172

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*Mrs. Yvette Milnes (Nottingham University Hospitals NHS Trust)*

### **Aim of paper**

To highlight that learning by simulated training with de-brief, in relation to Aggression, Violence and Harassment scenarios, not only increases confidence levels of front line staffs but, can also help in equipping staff with practical skills in the delivery of care.

### **Abstract**

#### **Background**

Following an increase in reported incidents of patients exhibiting aggression, violent and harassment (AVH) behaviour towards members of staff, and anecdotal evidence of the under-reporting of AVH incidents, (because many felt that a level of AVH was 'just to be expected') the Hospital wished to change the culture around this and provide more support to staff to deal effectively with escalating AVH incidents.

Whilst new training could help, it was recognised that it would involve practical skills that some individuals did not possess. Understanding AVH alone did not equip staff with sufficient skills to respond appropriately to incidents in practice.

The use of simulated training with associated debriefs was explored as a possible solution to addressing both the educational needs of staff, and the need to develop practical skills which could be deployed in escalating situations.

#### **Methods**

After receiving appropriate scenario design and debrief training; two members of the medical and nursing staff took it upon themselves to review themes and learnings from previous AVH incidents and used these to design three scenarios to simulate the lived experience of the people involved.

This new training experience was then put into practice with small groups of staff being exposed to these scenarios, with de-brief, feedback and learning being discussed afterwards.

#### **Results**

Scenarios allowed staff to learn practical skills in a safe space, and de-brief allowed them to explore difficult feelings and emotions after the event. Attendees exhibited an increase of confidence between 24-33% from baseline in dealing with difficult or challenging communications.

#### **Conclusion**

Needs were met by front-line staff taking responsibility for the design of the required training. The designed scenarios addressed the educational and practical needs of the situation in a safe environment, and the associated debriefs helped with the emotional and psychological aspects of these challenging situations.

#### **Learning Outcomes**

Increased awareness of the potential benefits of simulation training with de-brief in relation to Aggression, Violence and Harassment (AVH).

Increased knowledge of the value of 'safe spaces' for staff to explore and practice shared learning experiences. Equipping staff with desired learning and helping them to explore practical skills in which they can use in front line situations, can raise confidence levels in challenging situations.

### **Recommended Reading Titles**

Eppich, W., Cheng, A. (2015) Promoting Excellence and Reflective Learning (PEARLS). Development and Rationale for a Blended Approach to Health Care Simulation Debriefing. **Simulation in Healthcare**. 10: pp.106-115.

Rudolph, J.W., Simon, R., Dufresne, R.L and Raemer, D.B (2006) There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment. **Simulation in Healthcare**. 1: pp.49-53.

### **Presenter Biographies**

#### **Yvette Milnes**

Employed for over 20 years at Nottingham University Hospitals NHS Trust I have enjoyed many varied roles and experiences.

Specifically spending the last 10 of those leading clinically within the Infectious Diseases speciality I have gained varied skills and knowledge in managing and leading a team who care for a challenging and often complex patient group.

Working within a new role in the trusts Institute of Care Excellence as a Excellence in Care Fellow for Accrediting Care Excellence has allowed me to look at different and exciting opportunities for learning and development.

## Poster 24 | Integrated pre-registration student placements in the Emergency Dept

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 297

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*Ms. Rachel Whitmore (East Sussex Hospital NHS Trust)*

### **Aim of paper**

To explore integrated student placement opportunities in the Emergency Department with pre-registration nursing and paramedic students, with the aim of facilitating inter-professional working and learning opportunities.

### **Abstract**

#### **Integrated pre-registration student placements in the Emergency Dept**

#### **Topic 1.2: Evolving and innovative models of workforce training and education**

**Background:** This innovative group approach to pre-reg education in our Emergency Department (ED) began during Covid lockdown. A cohort of pre-reg year three paramedic students were placed with us to facilitate skills acquisition/sign off, due to disrupted placements. Working alongside our pre-reg nursing students, the benefit of inter-professional (IP) working became apparent, with this successful placement leading to a dedicated integrated student placement, focusing on IP working/skills acquisition/consolidation. Authors including Barr (et al, 2005) purport effective IP education opens debate, with an interactive dialogue that shapes collaborative thinking and behaviour. The Nursing and Midwifery Council (NMC) advocates working together, emphasising embedding a culture of IP learning and team working, empowering students with the provision of learning opportunities during training, including IP education (NMC, 2018).

**Objective:** Facilitate IP pre-reg learning opportunities in the ED with group placements of paramedic students working alongside nursing students.

**Methods:** Groups of 6-8 pre-reg year 3 paramedic students allocated two week placements in our ED alongside assigned cohort of year 2/3 pre-reg nursing students, over a two year period (2020-2022) as trial placement. Opportunities for real time simulation were facilitated with Lead Resuscitation Officer, additional spoke opportunities provided with members of our multidisciplinary team (MDT). Feedback collected via questionnaires at the end of each placement.

**Results:** Overall feedback was positive. Students consistently valued team work/simulation, demonstrating a growth in understanding service provision and patient journey.

**Conclusion:** This IP placement enabled development of skills relating to individual role and IP role development through MDT working. Students were able to explore patient pathways, sharing up to date learning and varied teaching methods, expressing that this placement added value to their training, thus improving the learning experience.

### **Learning Outcomes**

- Developing a student's understanding of the patient journey from home to admission
- Broaden a student's understanding of their developing role and subsequent role progression by working with various members of the multidisciplinary team in the Emergency Dept
- Develop a student's ability to facilitate and undertake interprofessional working in the Emergency Dept

**Recommended Reading Titles**

Barr, H et al. 2005. *Effective Interprofessional Education – Argument, Assumption and Evidence*. Oxford: Blackwell Publishing.

Nursing and Midwifery Council (NMC). 2018. *Realising Professionalism: Standards framework for Education and Training*. [Online] [www.nmc.org.uk](http://www.nmc.org.uk) Last accessed: 22/08/2021.

Poulton, J. 2021. *Placement Innovation? We want to hear!* [online] <https://engb.padlet.com/jessicapoulton/r1r1w1czy4eiashf> Last accessed: 14/04/2021.

Department of Health and Social Care (DoH). 2021. *Working together to improve health and social care for all*. DoH – Policy Paper. [online] <https://www.gov.uk/government/publications/working-together-to-improve-health-and-social-care-for-all>.

**Presenter Biographies****Rachel Whitmore**

I am a registered adult nurse and have worked in the Emergency Dept at ESHT since 2006. Prior to that I have worked in Orthopaedics and Urology on a rotational post after qualifying as a staff nurse in 2004. Having previously been a Matron in the ED, I have since specialised as an Emergency Nurse Practitioner for minor injuries. I have a keen interest in education and learning, and form part of our student team. I have recently been involved with a working group for our practice educators in the trust to facilitate learning opportunities for students, and this year completed my dissertation on integrated learning experiences for students in the ED (degree level). Outside of work, I am a mother to two teenagers and love playing the saxophone and flute with local big bands.

## Poster 25 | Health and social care professional's experiences, views and responses of people who use new psychoactive substances in different Mental Health and Addiction Healthcare Services.

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 83

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*Dr. David Solomon (University of Bedfordshire)*

### **Aim of paper**

Aim (s) Exploring the experiences, views and responses of health and social care professionals contact with people who use new psychoactive substances.

### **Abstract**

New psychoactive Substances (NPS) cause harms to both physical and mental health of people who use NPS (PWUNPS). Healthcare professionals working in mental health and drug and alcohol settings experience daily challenges surrounding the identification of NPS types, related symptoms resulting from NPS. Although a limitation of research exists surrounding how Hcps manage PWUNPS, more research is needed on Hcps views, responses, and experiences across different healthcare services (HCSs) surrounding their engagements with PWUNPS.

Sampling Method: Purposive sampling

Methods: A Sequential Explanatory Design consisted of 2 phases across three different service type provisions namely statutory, non-statutory and private sectors across five mental health and drug and alcohol HCSs. Phase one survey data explored the responses of 92 Hcps, thus, the results of the survey informed the development of the interview questions for phase 2. Phase 2 explored Hcps experiences and views through 14 semi-structured interviews.

Descriptive statistics and thematic analysis.

92 Hcps took part in the survey across five different HCSs. Most Hcps were female (n=47) in comparison to male Hcps (n=3) and some Hcps (n=2) did not disclose. 45% of Hcps reported no assessment or procedures were in place for PWUNPS and views were predominately neutral towards PWUNPS and engagement experiences were deemed neutral. The phase 2, 14 semi-structured interviews results identified 5 common themes associated with Hcps experiences and responses toward PWUNPS including organisational issues, assessment, stigma, harm minimisation and a symptoms as contributing factors toward Hcps experiences surrounding the management of PWUNPS.

Organisational issues impacted the engagements, access and funding toward treating PWUNPS. HCSs need to integrate specific NPS trainings for Hcps across the different HCS sectors is recommended to reduce the harms associated with NPS use. This study demonstrates the potential of implementing newer assessment, policy, and a Harm Minimisation approach toward PWUNPS across different HCSs

### **Learning Outcomes**

- For HCPs to integrate better educational training across different mental health and addiction HCSs.
- For HCPs and employers to be aware of Organisational issues impacting the care of people that use NPS.
- Harm Minimisation approaches are needed across different HCSs to manage PWUNPS

**Recommended Reading Titles**

Solomon et al, (2023) Experience and views of Healthcare Professionals toward people who use New Psychoactive Substances in Statutory, Non-statutory, and Private Mental Health and Addiction Healthcare services. *Human Psychopharmacology: Clinical and Experimental*, e2883. <https://doi.org/10.1002/hup.288316> of 17-SOLOMON ET AL.

Bowden-Jones, Owen & Abdulrahim, Dima. (2015). *Neptune clinical guidance: Guidance on the Clinical Management of Acute and Chronic Harms of Club Drugs and Novel Psychoactive Substances*.

**Presenter Biographies****David Solomon**

Dr Solomon is a qualified as a Mental Health Nurse in the University of Bedfordshire in 2007. Dr Solomon has been a senior lecturer in Anglia Ruskin University and the University of Bedfordshire and worked as a post-doctoral research fellow funded by the NIHR in the University of Hertfordshire. Dr Solomon is a Senior Lecturer in the Mental Health Nursing programme. He is currently working on his ProfD findings dissemination.

## Qualifications

- Professional Doctorate in HSC- (Anglia Ruskin University)
- MSc Degree Mental Health Practice (University of Hertfordshire)
- MSc PGCERT Learning and Teaching FHEA (Anglia Ruskin University)
- BSc (Hons) Mental Health Nursing (University of Bedfordshire)
- Educational Practice for Professional Learning for NMC Registrants (Anglia Ruskin University)
- NMP V300 (University of Hertfordshire)
- Mentoring and Support for Professional Practice (University of Bedfordshire)
- ADVC

## Poster 26 | A project to increase the reciprocal learning opportunities for nursing students and staff in the Private, Independent, and Third Sector Organisations (PITO).

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 308

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*Ms. Pam Hodge (Middlesex University), Ms. Maria Luengas (North Central London Training Hubs), Mrs. Louise Keane (North Central London Training Hubs)*

### **Aim of paper**

This project aimed:

- to continue and enhance existing partnership working undertaken in North Central London and importantly focussed on developing new collaborations with Private, Independent and Third sector Organisation (PITO) partners.
- to bring together colleagues from practice and the university to develop increased quantity and enhanced quality expansive learning opportunities for pre-registration nursing students and trainee nursing associates, including delivery of clinical skills training for practice staff.
- to both recognise and demonstrate the role of the university as an education partner in the integrated care system.

### **Abstract**

The Private, Independent and Third sector Organisations (PITO) project at Middlesex University is NHSE funded and ran from March 2023- October 2023.

As care in the community becomes ever more complex and populations age and experience multi-morbidities, statutory services need to work with PITO partners to provide place-based care for communities and individuals. It is important the future workforce gain pre-registration experience in the sector to facilitate wider, more expansive learning to enhance care.

The project team sought to develop and extend existing sector relationships. We utilised the excellent experiences of both students and staff to actively engage with new partners. These included, adult social care, children's and adults' hospices, specialist neonate charities, a private hospital, and a specialist residential mental health resource.

This presentation will focus on a case study of adult social care work undertaken.

The university worked in close collaboration with the locality adult social care education team, drawing on their recent training needs analysis to identify care homes with nursing care who may also wish to support pre-registration education. This work also informed specific clinical skills taught sessions at the university for the adult social care nursing teams.

The initial target of a 25% expansion of places was exceeded and includes students being offered leadership opportunities via expansion of final placement opportunities, with consideration of students choosing first destination roles in the adult social care sector.

Evaluation of the project and learning opportunities were undertaken using a combination of questionnaires, focus groups, and reviewing the students' electronic practice assessment document (EPAD) evaluation forms.

The partnership working has yielded extra opportunities for dialogue and training for the students from experts in the field and reciprocal learning for the staff teams. It is also continuing to generate positive enhancements in learning opportunities for both groups moving forward.



**Learning Outcomes**

- By sharing an example of an innovative model of collaboration with Private, Independent and Third sector Organisation partners delegates will be encouraged to critically reflect upon its value and the potential for local implementation
- recognise the value of the nursing workforce as leaders, innovators, and educators within the integrated care system, and the role of the university in this system.
- acknowledge the benefits of reciprocal practice learning throughout all stages of nursing careers and how this relates to workforce planning.

**Recommended Reading Titles**

Morley, D., Wilson, K., and Holbery, N. (2019) *Facilitating Learning in Practice: a research-based approach to challenges and solutions*. Routledge: London.

NHSE (2023) *The NHS Long Term Plan*. Available at: [NHS Long Term Plan v1.2 August 2019 \(england.nhs.uk\)](https://www.england.nhs.uk/longterm/) Last accessed 8.09.23

NHSE (2020) *The framework for enhanced health in care homes*. Available at: [the-framework-for-enhanced-health-in-care-homes-v2-0.pdf \(england.nhs.uk\)](https://www.england.nhs.uk/longterm/wp-content/uploads/2020/06/the-framework-for-enhanced-health-in-care-homes-v2-0.pdf) Last accessed 8.09.23

**Presenter Biographies****Pam Hodge**

Pam Hodge is a Registered Mental Health Nurse and Senior Lecturer in the Practice Based Learning Unit at Middlesex University. Her work focusses on expanding quality learning opportunities in both statutory and the private, independent and voluntary sectors for nursing students. Pam also supports practice and academic teams in her role as a University Practice Lead.

Pam's work has led to research related to primary care experiences for nurses, health and social care support workers, and practice learning, including in public health and related resource development. As well as involvement in international projects. Her MA research focused on the practice learning valued by care home nurses and she is expanding this work with colleagues as part of a HEE project. She has recently commenced a PhD looking at care home service user experiences of working with nursing students.

## Poster 27 | Bitesize learning approach in a community hospital setting

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Wednesday, 24th April - 12:45: Poster Tour D | Evolving and innovative models of workforce training and education - Poster - Abstract ID: 17

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*Mr. Mike Smith (Shropshire Community Health NHS Trust)*

### **Aim of paper**

In response to modern healthcare's time constraints and staffing shortages, Shropshire Community Health NHS Trust introduced an innovative solution. By integrating bite-sized teaching sessions into community hospital ward areas, the Trust enhances accessibility to education. This approach accommodates staff's limited availability, providing flexibility through condensed content. This strategy not only addresses time constraints but also embraces a wider staff range, fostering continuous learning within the clinical environment. Ultimately, this initiative empowers healthcare professionals to apply newfound knowledge effectively, thereby improving patient care outcomes.

### **Abstract**

The integration of NHS Bitesize Learning within a hospital ward environment emerges as an innovative solution to address time constraints in healthcare education. This abstract explores the implementation and impact of this approach, highlighting its potential to enhance learning outcomes amidst the demanding nature of a community ward settings.

In the context of modern healthcare, time limitations often challenge the delivery of comprehensive educational programs for healthcare professionals working within hospital wards. This has led to the exploration of innovative approaches to learning that fit seamlessly into the busy routines of healthcare staff. NHS Bitesize Learning, characterised by its succinct and focused educational modules, offers a promising solution. Leveraging digital platforms and easily digestible content, this approach facilitates convenient learning opportunities that align with the fast-paced nature of ward environments.

The integration of NHS Bitesize Learning within a community hospital ward entails the creation of concise and engaging modules that target key topics relevant to the clinical setting. These modules can be accessed through mini face to face talks, enabling healthcare professionals to engage in a shorter period of time to many training courses. By condensing educational content into manageable units, this approach accommodates the irregular schedules and heavy workloads commonly experienced within clinical and ward areas.

The impact of such an approach is two-fold. Firstly, NHS Bitesize Learning optimises the utilisation of fragmented time slots by providing readily available educational resources. Professionals can stay updated on essential clinical knowledge without the need for extended study sessions. Secondly, this approach promotes a continuous learning culture within the ward, fostering a dynamic exchange of information and best practices among team members.

Following this all information taught including further learning material is sent to the healthcare staff to refer back to, reflect on and to share.

### **Learning Outcomes**

1. **Improved Accessibility:** Bite-sized learning enables healthcare professionals to access education conveniently. By breaking down topics into smaller modules, learners can engage in short focused learning easily.

2. **Enhanced Retention:** The condensed nature of bite-sized learning encourages focused attention, aiding in better retention of key information. This knowledge is more readily applicable in clinical scenarios leading to more confident decision-making.
3. **Continuous Professional Development:** Bite-sized learning fosters a culture of continuous professional development. Healthcare professionals can engage with regular updates that keep them informed about the latest best practices. This promotes a proactive approach leading to a more competent workforce.

### Recommended Reading Titles

Thompson S (2020) Bitesized teaching sessions to increase physical health knowledge. *Nursing Times* [online]; 116: 2: 29.

Tattersall A, Beecroft C, Freeman J. Learn something new in 20 minutes: Bite Size sessions to support research and teaching. *Health Info Libr J.* 2013 Sep;30(3):253-8. doi: 10.1111/hir.12033. PMID: 23981027.

Manning, K.D., Spicer, J.O., Golub, L. *et al.* The micro revolution: effect of Bite-Sized Teaching (BST) on learner engagement and learning in postgraduate medical education. *BMC Med Educ* 21, 69 (2021). <https://doi.org/10.1186/s12909-021-02496-z>

### Presenter Biographies

#### Mike Smith

My name is Mike Smith, I am a Clinical Practice Teacher for Shropshire Community Health NHS Trust, I am a Visiting Lecturer at Keele University, a private tutor and an External Examiner at Central Lancashire university for the Post Graduate Community Nursing Diploma in District Nursing. I am also a very proud Queens Nurse. My utmost passion is rooted in the domain of education and nurturing the personal development of individuals. I am profoundly committed to formulating ground-breaking strategies that will elevate the efficacy of the instructional techniques utilised within our NHS programs. At present, I am completing my MSc in Professional Practice at Wolverhampton University.

The objective of my MSc program is to acknowledge the significance of education in the healthcare sector and explore methods to facilitate convenient and effective access to teaching for a diverse array of staff members.

## **5.1 Innovations in nursing education programmes (Workforce Retention)**

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## Supporting Recruitment and Retention through a Pre-Programme workshop for Trainee Nursing Associates

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Wednesday, 24th April - 14:50: 5.1 Innovations in nursing education programmes (Workforce Retention) - Oral  
- Abstract ID: 121

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*Dr. Rose Webster (Leicester, Leicestershire and Rutland (LLR) School of Nursing Associates Glenfield Hospital LE3 9QP),  
Ms. Leigh Cowell (Leicester, Leicestershire and Rutland (LLR) School of Nursing Associates Glenfield Hospital LE3 9QP)*

### **Aim of paper**

This presentation highlights a two day pre-programme workshop offered to all potential learners considering applying for a FdSc apprenticeship programme for nursing associates. Supporting managers are also invited to attend.

The presentation will provide a rationale for introducing the workshop and outline the strategy behind its learning style and content. The workshop aims to help attendees appreciate the realities of the FdSc programme in order to prepare them for commencing their studies and introduces them to concepts designed to enhance their achievement.

The outcomes of introducing the workshops including recruitment statistics, learner confidence, academic progress and attrition will be highlighted

### **Abstract**

#### **Background**

Nursing Associates (NAs) undertake a two year, apprenticeship, level 5 programme of study towards a Foundation Degree. There are three cohorts per year with 20-50 learners per cohort. Learners come from diverse demographic backgrounds with the majority being new to higher education and concerns over the academic component of the programme are significant. There is uncertainty over what to expect with new learners demonstrating lack of confidence in their abilities and fear of failure. Some are unprepared for the required level of study with unrealistic expectations of their ability. Supporting managers do not always appreciate the demands of the programme and not all applications are appropriate.

#### **The Pre-course workshops**

The workshops commenced in Autumn 2021 and are delivered over two days in the period between the learners applying for the programme and coming for interview. Their line manager is invited to attend with them on the first day.

The days aim to give a programme overview, setting out the realities whilst emphasising strategies for success. The teaching deliberately mirrors the adult learning they can expect on the programme, incorporating discussion, group work, individual presentations, self-reflection and guided learning; including a writing exercise with individual feedback and peer reflection.

#### **Outcomes**

Initial outcomes include: increased involvement of line managers in recruitment and learner support; some learners deferring their programme start date in order to be better prepared and learner feedback that highlights increased confidence at programme commencement. Data including interview scores, attrition rates and learner achievement is being recorded through SPSS as part of an ongoing longitudinal study. There is a trend for Increased first-time pass rate for the first module of the programme.

#### **Future plans**

The pre-course workshop now forms the foundation for induction, following a constructive alignment approach by threading workshop themes through the first module of the programme.

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## Learning Outcomes

### Delegates will:

- Understand how a pre-programme workshop can support potential learners make appropriate decisions about applying for an FDSc programme
- Appreciate how early engagement with line managers can improve selection and the subsequent support of learners through an apprenticeship programme
- See examples of the design and content of a pre-programme workshop that aims to prepare attendees for the adult learning environment they will experience on a level 5 study programme and appreciate how this has the potential to support academic progress and reduce attrition.

## Recommended Reading Titles

Coulson, A. (2019) Development of an innovative education programme for nursing associates. *Nursing Times*, 115(9),pp 45-47.

King, R., Ryan, T., Wood, E., Tod, A. and Robertson, S. (2020) Motivations, experiences and aspirations of trainee nursing associates in England: a qualitative study. *BMC Health Services Research*, 20(1), pp.1-10.

Nursing and Midwifery Council. (2018) Standards of proficiency for nursing associates. London, NMC.

## Presenter Biographies

### Rose Webster

**Rose Webster** joined the Leicester, Leicestershire and Rutland (LLR) FDSc Programme team with over 25 years as a cardiac nurse and ten years working in professional development nurse. She also has a background in nursing research. Her doctoral thesis explored the lived experiences of health care assistants new to working in an acute hospital trust. Rose leads on the Evidence Based Practice module of the FDSc programme and has a particular interest in developing learner's academic confidence.

The work presented here is one of several initiatives aiming to monitor and enhance the academic development of trainee nursing associates on the LLR programme.

### Leigh Cowell

**Leigh Cowell** has been a children's nurse for 24 years with experience in palliative and cardiac care as well as professional development. She is proud to continue to work clinically alongside her role on the FDSc programme. Leigh leads the first module of the programme - Professional Values and Scope of Practice- and she has a particular interest in facilitating learner's transition to higher education, with a focus on early guidance and support. Leigh is starting to think about the research question for her doctoral study.

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# A Confident and Competent Framework – A new approach to providing education, support, and ultimately improving retention.

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Wednesday, 24th April - 15:20: 5.1 Innovations in nursing education programmes (Workforce Retention) - Oral  
- Abstract ID: 110

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*Mr. Craig Brown (Welsh Ambulance Services NHS Trust)*

## **Aim of paper**

To provide an insight into the new approach NHS 111 Wales is taking post 111 rollout and Covid pandemic, to address the 'Confidence and Competence' of the pan Wales NHS 111 Wales workforce.

## **Abstract**

### **Introduction**

NHS 111 Wales, a national telephone and online service providing 24/7 clinical advice and assessment. Staffed by non-clinical and clinical staff, supported by Clinical Decision Support Software, assessments are conducted over the telephone without patient visualisation. Consequently, clinical assessment requires confident and competent teams to deliver quality services to patients pan Wales.

### **Methods**

Following the full roll out of 111 services across Wales in 2022, and part of post pandemic recovery, strengthening clinical leadership became paramount. Initial steps focused on clinicians' confidence and competence, evidence was collated from interviews, questionnaires, healthcare professional feedback, risk reporting mechanisms, and a review of clinical outcomes. The resulting 'Confident and Competent' framework was published February 2023, identifying eight distinct workstreams aimed at improving the education, support, recruitment and retention of the 111 Wales workforce, and clinical outcomes.

### **Discussion**

As workstreams were being rolled out for staff working pan Wales, within large call centres, satellite units, and from home, it necessitated remote delivery of elements, and modified educational approaches, facilitated by our Education, Professional and Clinical Practice team (EPCP).

### **Evaluation**

Some components have already been delivered and evaluated, other elements are developing sustainable foundations, and other career developments are linked to a three-four year strategic delivery period. Although not included as a strategic aim or outcome, the conversations surrounding the introduction of the framework have already helped to change cultures and attitudes.

### **Conclusion**

The introduction of the Confident and Competent Framework for NHS 111 Wales is a substantial investment in staff aimed at recruitment, retention, support and ultimate an improved quality experience for our population within Wales. There are some early positive signals that staff are already benefitting from this approach, evidence of cultural change and team adaptation, and long-term career development.

## **Learning Outcomes**

- A national service approach to improving confidence and competence of their teams.
  - An approach by a national service to staff recruitment, retention and wellbeing, and improvement of patient experience
  - Addressing the challenges of providing education to a pan Wales workforce working in multiple remote locations
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### **Recommended Reading Titles**

Brown C. Armstrong D. Gibbins A. et al. (2022) Benefits of collaborative approach to service evaluation in Urgent Care. *Emergency Nurse*. doi: 10.7748/en.2022.e2160

Brady M. Jackson J. Northstone K. (2018) Remote clinical decision making: Evaluation of a new education module. *Nurse Education in Practice* 29 150-158

### **Presenter Biographies**

#### **Craig Brown**

Craig is an accident and emergency nurse with 34 years of experience in multiple clinical settings.

He has achieved a Diploma in Health Studies, a BSc (Hons) in Combined Health Studies, a MSc in Computer Based Learning and Training, and is currently on a PhD programme with the Academy For Health Equity, Prevention and Wellbeing at Bangor University.

Craig brings experience into the current role from his time as an Emergency Department Charge Nurse, Resuscitation Officer, Emergency Planning Lead, ED Operational Manager and Senior Nurse, Site Lead Nurse and most notably as Assistant Director of Olympic preparedness, emergency planning, and business continuity.

Craig joined NHS 111 Wales as a nurse advisor in 2017 and has since held the posts of Senior Clinician on both Clinical Support Desk and NHS 111 Wales, and now as Specialist Clinical lead. Craig is passionate about supporting staff to provide excellent care to patients.



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## ViPER - Introducing a service to deliver restorative supervision for nursing students, to improve retention and the quality of student experiences.

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Wednesday, 24th April - 15:50: 5.1 Innovations in nursing education programmes (Workforce Retention) - ViPER - Abstract ID: 239

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*Mrs. Lisa Jennison (University of Hull), Mrs. Jayne Walker (University of Hull), Mrs. Nicola Credland (University of Hull), Mrs. Pippa Dixon (University of Hull), Ms. Rosie Dunn (University of Hull)*

### **Aim of paper**

The aim of the paper was to highlight the development of a project to support nursing student's health and wellbeing skills. A bespoke restorative supervision (RS) service was introduced as new initiative to empower student nurses.

A 'Nursing Student Advocate Support (NSAS) Lead' was appointed to provide RS for students, with the aim of developing their self- help and coping strategies.

The service was hoped to assist students to meet the demands of their academic and placement work. This would enable them to develop some key strategies, to better prepare them for transition to the qualified nursing profession.

### **Abstract**

#### **Introduction:**

Restorative Supervision (RS) is increasingly being delivered to post qualified healthcare staff, via the growth of the PNA role (NHS England,2023). The benefits of delivering this to pre-registration students in education have been previously documented. The potential of RS to support student personal and professional development has been demonstrated (Stacey et al,2017: Stacey et al,2020). The restorative function of supervision is most valued when facilitated in an environment where humanistic principles are present (Sheppard et al,2018). This approach may be suitable for nursing students, who manage significant emotional demands in clinical practice, alongside additional challenges resulting from their academic studies.

The aim of this project was to support student's health and wellbeing skills and coping strategies. A dedicated 'Nursing Student Advocate Support (NSAS) Lead' was appointed to deliver different modes of RS to nursing students (including group sessions, individual 1-1's and telephone contacts).To sustain the project in the long term, RS training was developed and offered to HEI staff.

#### **Methods:**

The impact of the service was evaluated over the timeline of the project. Qualitative feedback from student mentimeter surveys was used to collect anonymous data. This type of data collection can provide valuable insights into student experiences of educational programmes (Mohyn et al., 2022).

#### **Results:**

Qualitative data from students demonstrated that RS was a positive experience for all those who engaged in it. Five common themes emerged (anxiety, communication, competing priorities, employment, family commitments). Results suggest that RS supports a nurturing educational environment which develops student professional practice. Facilitating RS in a safe environment enables increased self-awareness and time out for student reflection.

#### **Conclusion:**

RS was found to support growth in students' self-efficacy, self-esteem and problem-solving skills.

**Conflict of interest statement:** None reported.

**Keywords:** Student nurse retention; restorative supervision; innovation in nursing education programmes.

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## Learning Outcomes

1. To examine a bespoke Restorative Supervision (RS) service introduced for student nurses.
2. To explore how RS can positively benefit nursing student outcomes.
3. To consider how nursing students can develop their health and wellbeing skills for future professional practice.

## Recommended Reading Titles

NHS England (2023) Professional nurse advocate. Available: [www.england.nhs.uk/nursingmidwifery/delivering-the-nhs/tp/professional-nurse-advocate](http://www.england.nhs.uk/nursingmidwifery/delivering-the-nhs/tp/professional-nurse-advocate) [accessed 21 September 2023].

Sheppard, F., Stacey, G. and Aubeeluck, A., (2018). The importance, impact and influence of group clinical supervision for graduate entry nursing students. *Nurse education in practice*, 28;296-301.

Stacey, G., Cook, G., Aubeeluck, A., Stranks, B., Long, L., Krepa, M. and Lucre, K., (2020). The implementation of resilience based clinical supervision to support transition to practice in newly qualified healthcare professionals. *Nurse Education Today*, 94;104-564.

## Presenter Biographies

### Lisa Jennison

Lisa is currently working as a full time Lecturer at the University of Hull. Her roles include; Joint Programme Director (PD) for the Professional Nurse Advocate (PNA) Programme, PD for the Mentorship Programme. Lisa provides academic teaching and supervision for pre and post registration level healthcare and nursing students. Lisa has 30 years experience in clinical and advanced nursing practice. Her varied clinical background in Adult, Midwifery and Specialist Public Health Nursing has enabled her to develop skills in education, leadership and project management.

Research interests include- healthcare workforce development, health and wellbeing, preceptorship, supervision, compassionate leadership and restorative practice.

### Jayne Walker

Jayne is a Senior Lecturer at the University of Hull. Her roles include Joint Programme Director (PD) for the Professional Nurse Advocate (PNA) Programme, Joint PD for the MSc Healthcare Leadership (online) Programme. Jayne works directly with student groups from all levels of academic study alongside external partners. Jayne has extensive experience and knowledge of designing, delivering, assessing and evaluating Programmes of study.

Jayne has extensive experience in clinical and advanced nursing practice. Her clinical background is in Adult Nursing, Midwifery and Specialist Community Public Health Nursing.

Research interests include- service evaluation, workforce development, preconception care, compassionate leadership and restorative practice.

## **5.2 Sustaining & developing the educator workforce**

## Developing education roles in practice - Nottingham Legacy Mentor Programme

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Wednesday, 24th April - 14:50: 5.2 Sustaining & developing the educator workforce - Oral - Abstract ID: 293

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*Dr. Sue Haines (Nottingham University Hospitals NHS Trust), Ms. Rebecca Jones (Nottingham University Hospitals NHS Trust)*

### **Aim of paper**

This presentation introduces the 'Nottingham Legacy Mentor Programme', a six day development programme delivered over six months, for 'Legacy Mentors' (LM) new to post, working in these 'late career' educational support roles. The Nottingham Legacy Mentor Programme aims to enable; Personal Development and Growth (Value and Retain Individual Legacy Mentors); Retention of professional expertise within the organisation, speciality and system (Knowledge Transition and Developing Systems thinking); Increased Professional Development Support in Practice (Provide Focused Support To Learners in Practice). The content of the programme, case examples of participant experience, interim evaluation and impact will be explored.

### **Abstract**

The 'Nottingham Legacy Mentor Programme' builds upon existing late career retention work previously undertaken within Nottingham Integrated Care System, the LM role was first piloted in Nottingham during 2017/18. The LM role aims to help bridge the gap between experienced late career healthcare professionals nearing retirement and aspiring young professionals in early career. Legacy Mentors provide a local approach to education in practice, facilitating and enabling the transition of expert professional practice, specialist knowledge and skills through clinical support and mentorship. The LM role offers a dual purpose; to develop and retain experienced and skilled healthcare professionals and to enable them to effectively impart their knowledge and experience, to improve retention of the more junior workforce and improve patient care and safety. The 'Nottingham Legacy Mentor Programme' offers a new development opportunity for LMs themselves, many whom have been working within practice at a ward or unit level. Late Career healthcare professionals bring rich and varied skills, knowledge and experiences, and value the opportunity to support and develop each other. The strengths of such diversity are best recognised, valued and mobilised through co-design of the programme. The programme values the importance of allowing LMs to self-assess their current skills, knowledge and strengths. Recognising, sharing and normalising the inevitable challenges that arise for professionals who have been in post for many years, and providing a psychologically safe space to explore these issues as a group and build a community of practice. The programme offers needs led development, coaching and new career opportunities for LMs, supporting an inclusive approach to talent development and retention. Previous evaluation has identified that motivated and valued late career Nurses and Midwives feel recognised for their professional experience and inspired to continue working (Haines et al, 2021). Interim evaluation of the programme will be presented.

### **Learning Outcomes**

1. Gain an increased understanding of the Nottingham Legacy Mentor Programme, and how this is facilitating the exchange of knowledge and experience between late-career professionals and their role in supporting learners in practice.
2. Participants will acquire practical insights for implementing a legacy mentor development programme within their organisation and the potential to inspire late career development opportunities to retain staff.
3. Develop an increased awareness of the value of late-career healthcare professionals' diverse skills and experiences and increased understanding of the significant role that legacy mentors can play in enhanc-

ing patient care and safety.

**Recommended Reading Titles**

Clauson M, Wejr P, Frost L, et al. (2011) Legacy mentors: translating the wisdom of our senior nurses. *Nurse Education in Practice* 11(2) pp153–158

Haines S, Evans K, Timmons S, Cutler E (2021) A service improvement project of a legacy nurse programme to improve the retention of late career nurses. *Journal of Research in Nursing* 0 (0) pp 1-34

NHS England (2022) Legacy Mentoring access via web link; <https://www.england.nhs.uk/looking-after-our-people/supporting-people-in-early-and-late-career/legacy-mentoring/>

**Presenter Biographies****Sue Haines**

Sue is Assistant Director of Nursing (Education and Development) at Nottingham University Hospitals NHS Trust, a large acute National Health Service (NHS) Trust in England and is Honorary Professor, University of Nottingham, School of Health Sciences and visiting lecturer Nottingham Trent University. Her clinical background is in acute and critical care, before moving in to professional and clinical leadership development. She has specific experience and interest in supporting and coaching nurses in career development and inclusive talent management through doctoral research. Post-doctoral research interests include nursing workforce development, nursing careers, late career retention, preceptorship and shared governance.

## #ImNotJust: Belongingness and authenticity in Health & Care, why we are more than a job title.

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Wednesday, 24th April - 15:20: 5.2 Sustaining & developing the educator workforce - Oral - Abstract ID: 287

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*Mr. Scott Topping (North West Anglia NHS Foundation Trust), Ms. Lauren Woods (North West Anglia NHS Foundation Trust)*

### **Aim of paper**

Explore the experiences of staff across the health and care workforce within a variety of roles and how job titles / roles can be perceived as a hierarchical reinforcer and developing a culture of inclusivity through curiosity, understand and compassion, allowing staff to bring their authentic selves to work.

### **Abstract**

The #ImNotJust campaign was the brainchild of Lauren Woods who works at North West Anglia NHS Foundation Trust, a large acute organisation in the East of England with approximately 7,500 staff. A values-based campaign which seeks to raise awareness of the vital role we all play, no matter what uniform we wear and the importance of bringing positive change to the NHS to boost morale and belongingness at work, allowing staff to bring their authentic selves to the workplace.

Lauren held several roles at NWAFT (Housekeeper, Catering Assistant and Healthcare Assistant) but it was during the induction after completing the Registered Nursing Associate Apprenticeship in July 2020, she distinctly remembers meeting a matron who encouraged her not to be intimidated by her because she was “In the purple dress”.

Upon reflection, Lauren become conscious that as she had progressed through numerous roles (and uniforms) more people were inclined to speak to her and she no longer felt invisible. Committed to showcasing the NHS as a caring environment where everyone plays a vital role regardless of title, qualification or experience. Lauren discussed this with her line manager and during the next few team days, started a group discussion about the phenomenon, quickly establishing that many staff have felt excluded or undervalued, treated as ‘just a...’. The #ImNotJust campaign was born.

Several events were held across the organisation with diverse representation. Using an authentic leadership approach, colleagues were able to share their own individual stories and what ignites their passion for working in the NHS.

The campaign was nominated for a Student Nursing Times Award & NHS Parliamentary Award and won the Outstanding Achievement Award at NWAFT.

Through shared understanding, engagement and valuing individuals’ lived experience, we believe the #ImNotJust campaign has the ability to make meaningful and sustainable positive change.

### **Learning Outcomes**

Understand the theory and methodology of the #ImNotJust campaign; Identify current mechanisms in place to measure impact and understanding measures associated with the campaign; For attendees to be able to understand portability of the campaign to their areas and scalability of the campaign.

### **Recommended Reading Titles**

<https://www.youtube.com/watch?v=rWC3VAAoFa8>

<https://aspiringallies.co.uk/blog/the-im-not-just-campaign/>

### **Presenter Biographies**

**Lauren Woods**

Lauren joined North West Anglia NHS Foundation Trust in 2014 as a catering assistant, a role which she thoroughly enjoyed and allowed interface with colleagues across the organisation. After 3 years, Lauren was successful in becoming a Housekeeper in the organisation where she was able to complete her Care Certificate and subsequently applied successfully to become a HealthCare Assistant in 2018. Lauren's passion for supporting vulnerable people continued to grow and she has since gone on to complete the Registered Nursing Associate Apprenticeship, qualifying in 2020 and more recently, successfully completed the Top Up to Registered Nurse. Lauren works in the Practice Development Team as a Clinical Support Nurse.

# Building a Sustainable Workforce through the Provision of a Quality Supervision Programme

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Wednesday, 24th April - 15:50: 5.2 Sustaining & developing the educator workforce - Oral - Abstract ID: 39

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*Mrs. Marie Therese Massey (South Yorkshire | Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mr. Matthew Cain (South Yorkshire | Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mrs. Sue Cowley (South Yorkshire | Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce), Mrs. Kimberly Palmer (South Yorkshire | Primary Care School. NHSE WTE Primary Care Directorate (YH) Faculty for Wider Workforce)*

## **Aim of paper**

This presentation reports on a clinical supervision programme implemented across the Yorkshire and Humber Integrated Care Board (ICB) to meet the aims of the regional wide workforce strategy of recruit, train and retain. The emphasis was to support our current supervisor workforce, grow the number of professionals with the skills to provide quality supervision and promote a culture of learning across the ICB.

The implications for organisational sustainability, the impact of the programme on staff well-being and resilience and the enablers and barriers to implementing the model across the organisation will be discussed within the presentation.

## **Abstract**

### **Background**

With the rise in new roles joining Primary Care the importance of supervision is being seen as important to recruitment and retention. However, the bulk of the responsibility to provide supervision is falling on the medical and nursing workforce as many of the new professions joining primary care have had little or no preparation in delivering supervision and often require supervision themselves.

Nurses in Primary Care are essential to the successful delivery of a range of complex health interventions but have been found to have high levels of exhaustion both physical and emotional. Consequently, the pressure to provide a supportive educational environment for learners is taking its toll on staff well-being. The need to establish interventions that grows the number of professionals with the skills to provide quality supervision is crucial if we are to support staff resilience and retain our workforce at every level.

### **Study**

To evaluate how the implementation of a training programme of resilience-based supervision for multi-professionals across Yorkshire and Humber supports current supervisors in their role and grows the number of new supervisors. Three teams were appointed to facilitate a 'train the trainers' approach and ongoing support was provided by an on-line platform of resources and refresher sessions. Evaluation of the programme was by questionnaire and focus groups.

### **Findings**

Participants have expressed positive feedback and have indicated it prepares them for the role as supervisor and supervisee. The programme was found to develop confidence in the provision of supervision and supported reflective practice as tool to manage challenging situations and boost self-esteem.

### **Conclusion:**

This study highlights the need to provide interventions that address the challenges of providing quality supervision for a growing primary care workforce. It offers recommendations for managers to consider staff resilience by building the supervisor capacity within their organisation.



**Learning Outcomes**

- Have an increased knowledge and understanding of the role of Clinical Supervision in supporting staff well-being and building resilience.
- Have a greater understanding of how the provision of quality supervision is to retaining the primary care workforce.
- Have a greater understanding of how developing an organisational culture of reflection, interpersonal and supervisory skills such as: reflective practice; giving guidance, and offering feedback, enables a positive learning environment for all members of the primary care team.

**Recommended Reading Titles**

Barker K (2016) Building resilience: the way forward., *British Journal of Midwifery*, 24(3),pp. 158–158.

Burton, Jonathan, and John Launer, eds. *Supervision and support in primary care*. Radcliffe Publishing, 2003.

Integrating additional roles into primary care networks The Kings Fund February 2022

Baldwin S, Coyne T and Kelly P (2022) Supporting nursing, midwifery and allied health professional teams through restorative clinical supervision., *British Journal of Nursing*, 31(20), pp. 1058–1062.

**Presenter Biographies****Marie Therese Massey**

Marie Therese has worked in Primary Care for over 30 years. Her current role is in workforce development and multi-professional education as an Associate Dean for Primary Care Directorate NHSE South Yorkshire. Alongside her clinical role she worked in Nursing Education at both The University of Sheffield and Sheffield Hallam University where she was the course leader for non-medical prescribing and pharmacist independent prescribing modules as well as contributing to the undergraduate and post graduate programmes. She has been involved in a number of research studies and has presented her work at national and international research conferences. She is a Queen's Nurse, a CQC specialist advisor and a former RCN Professional Lead for General Practice Nursing.

## **5.3 Simulation**

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# In-Point assessment. Authentic simulation role play, as a pedagogical approach to assist adult nursing students with clinical practice assessments in Wales

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Wednesday, 24th April - 14:50: 5.3 Simulation - Oral - Abstract ID: 88

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*Mrs. Suzanne Hughes (Cardiff University), Mrs. Jayne Hancock (Cardiff University), Ms. Sandra Fender (Cardiff University), Mr. Nelson Selvaraj (Cardiff University), Ms. Christine Munro (Cardiff University), Mr. Anthony Pritchard (Cardiff University), Mrs. Karen Pritchard (Cardiff University)*

## **Aim of paper**

To report undergraduate nursing students' learning experiences with the In-point Assessment authentic simulated role play video learning package

## **Abstract**

Clinical assessment within the Nursing Undergraduate Programme was being interpreted in ways that did not offer consistency, parity, and fairness to students. The purpose of 'in-point assessment' is to confirm students are meeting levels of proficiency expected across all three years of the nursing programme. To remedy this, lecturers from the Adult Nursing faculty and the Simulation Team developed high quality exemplar videos to clearly identify the expectations of this assessment. These video resources offered students an inclusive, innovative and authentic design and enabled co- production between academics and professional staff which was highly rewarding and enabled further development for future projects.

A series of four 20-minute role-play videos were developed to address the clinical assessment criteria across the programme, including assessing, planning, implementing and evaluating care (year one); medicines management (year two), supervising and supporting learning; and leading, managing and coordinating care (year three).

Preliminary evaluations using Mentimeter response tools and online survey forms has revealed that such resources were valued as an effective way of learning and understanding the criteria associated with in-point assessments. Ultimately, this resource has offered an inclusive learning experience that enabled students to meet their clinical proficiencies.

## **Learning Outcomes**

Explore the purpose of clinical assessment in undergraduate nursing programmes in Wales

Discuss expectations of the student, practice supervisor and practice assessor in relation to clinical assessment criteria

Identify students' learning experiences of IPA videos and how they improved confidence to meet clinical proficiencies

## **Recommended Reading Titles**

HEIW (2020) All Wales practice assessment document and ongoing record of achievement for pre-registration nursing programmes. Available at: <https://heiw.nhs.wales/our-work/once-for-wales-2020/>

NMC (2023) Standards for Student Supervision and Assessment. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

Pitt and Quinlan (2022) Impacts of HE Assessment & Feedback policy and practice on students: A review of the literature 2016-2021. Advanced HE

## **Presenter Biographies**

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**Suzanne Hughes**

Suzanne Hughes works as a Senior Lecturer in the Cardiff School of Healthcare Sciences at Cardiff University. She is involved in teaching and curriculum development for undergraduate and post-graduate students.

She has contributed to wider educational activities that influence public policy and health and has significant experience in academic quality assurance assessments, validation panels at local and external institutions. She is a quality reviewer/assessor for professional bodies and the National Institute of Health and Care Excellence for surgery related guidelines, and a reviewer for many publishing houses.

Suzanne's sustained contribution to knowledge transfer is evident through national and international publications related to the field of surgical nursing and education for healthcare professionals, which are widely used by practising nurses and healthcare academics.

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# RCN Education conference. The evaluation of actor-based simulation for student nurses in practical workshops regarding caring for people with cognitive impairment and complex needs

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Wednesday, 24th April - 15:20: 5.3 Simulation - Oral - Abstract ID: 125

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*Dr. Bernie (Bernadette) Keenan (Birmingham City University), Ms. Tanya O'Meara (Birmingham City University), Ms. Helen Needham (Birmingham City University)*

## **Aim of paper**

This research attempted to evaluate the effectiveness of actor based simulation in developing the skills and confidence of 1st year undergraduate nursing students ,who have not yet been on their first placements, in caring for people with cognitive impairment and complex needs. The research aims to provide robust evidence that will add new knowledge to the body of knowledge in this under-researched area. In addition the project incorporates the development and validation of evaluation tools for use in actor-based simulation that will be disseminated and shared more widely

## **Abstract**

Practical workshops using actor-based simulation offered in an undergraduate nursing course attempt to address the issue of improving the care of people with cognitive impairment and complex needs by facilitating the development of skills related to communication and approach. Actors depicting different severities of learning disability or issues such as dementia are presented in live scenarios in which inexperienced student nurses have to interact with them and undertake a caring task. These sessions were designed in collaboration with experts by experience in an effort to achieve best practice in the quality of nursing education. However, although there is anecdotal evidence of the effectiveness of actor based simulation, there is an insufficient body of knowledge in this area, and no validated tools (Bartlett & Butson 2015, Bond et al 2017).

This study attempted to address this in a qualitative study in which 1st year nursing students were asked to complete a pre and post simulation questionnaire. The results were coded using thematic content analysis of the transcribed data(Braun & Clarke 2006).The results of the questionnaire will also be categorised as nominal scale data , with numeric values assigned as labels (Duffy & Jacobsen 2005; Macnee & McCabe 2008). ,Contingency table analysis was then used to obtain a chi-square test of association-where actual numbers in each group are compared with the expected number to test the association between different elements (Munro 2005a; Duffy & Jacobsen 2005; Macnee & McCabe 2008). The results indicate a strong association between participation in the simulation and a perceived increase in confidence, skills and expression of therapeutic/person centred attitudes (Kitwood 1997,Innes et al 2006).

## **Learning Outcomes**

- To share information with delegates regarding the effectiveness of actor based simulations in teaching communication skills to inexperienced undergraduate student nurses.
- To share information about our attempts to develop validated tools to evaluate the effectiveness of this training.
- To share evidence based practice regarding educational approaches in this area

### **Recommended Reading Titles**

Innes, A., Macpherson, S., McCabe, I. (2006) *Promoting Person-Centred Care at the Frontline*. York: Joseph Rowntree foundation., pp 25-42.

Kitwood, T. (1997) *Dementia Reconsidered: the person comes first*. Buckingham: Open University Press.

### **Presenter Biographies**

#### **Bernie (Bernadette) Keenan**

Dr Bernie Keenan is a Senior Lecturer at Birmingham City University. She has an extensive clinical career as a Clinical Nurse Specialist and Senior Nurse, and completed a PhD in Dementia Studies at Stirling University. She previously held a Lecturer/Practitioner post at University Hospital Birmingham NHS Foundation Trust & Birmingham City University. In her current position at the University she has been module leader for the undergraduate Care of the Elderly course and pathway lead for the post-graduate Long Term Conditions course. Bernie has also held the posts of Chair of the West Midlands Institute for Ageing & Health and represented Nursing and PPI on the Birmingham & Black Country Comprehensive Local Research Network. She is also very proud to have been part of the Royal College of Nursing Quality Improvement Network in the West Midlands and the National Council for Women.

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# An education partnership to facilitate human factors training utilising simulation for Band 7 nurses.

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Wednesday, 24th April - 15:50: 5.3 Simulation - Oral - Abstract ID: 15

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*Mrs. Virginia Beckerman (Swansea University), Mr. Adam Miguel (Swansea University), Ms. Michelle Cole (Hywel Dda University Health Board)*

## **Aim of paper**

The aim of this partnership between Swansea University and Hywel Dda Health Board was to facilitate a workshop on human factors training using simulation and was delivered to Band 7 nurses.

It is evidenced that the non-technical skills element of human factors training such as communication and assertiveness can lead to patient safety outcomes.

Two simulation scenarios and two short theory sessions were delivered to band 7 nurses as a half-day workshop. Key learning areas integrated into the sessions included leadership and followership, graded assertiveness and communication skills. Content was developed in collaboration with the health board's Leadership Development Manager.

## **Abstract**

The landscape of the National Health Service (NHS) workforce training, education and staff development in relation to patient safety is ever evolving (England & Improvement, 2019).

Now more than ever there is a need to ensure that the current workforce are well trained and competent within their roles, both at an individual and an organizational level. Patient safety and quality of care delivery is a top priority for both the NHS (England & Improvement, 2019) and within the Higher Education Institution (HEI) setting, through the means of high-quality education and training of future healthcare workers.

Simulation is an innovative andragogical teaching methodology within the HEI setting and the healthcare environment (Eppich & Reedy, 2022). Addressing the non-technical skills elements of human factors such as leadership and assertiveness through the simulation training is uniquely valuable and well evidenced by the literature (Lewis et al., 2012).

Hywel Dda Health Board approached Swansea University subject knowledge experts to deliver half-day training on human factors to Band 7 nurses with a focus on leadership training. Through partnership and collaboration between both parties, the content was decided upon and delivered as two theory sessions and two innovative and specifically tailored simulation scenarios.

A Microsoft Forms (MS Forms) 7-question survey was developed to evaluate the experience of attending the workshop. Select questions were based on the Kirkpatrick Model 4 levels of evaluation (Kirkpatrick, 2015). Examples include a Level 1 reaction question such as how useful the simulations were to the Band 7 nurses practice (Kirkpatrick, 2015) and a Level 2 learning question such as if the workshop increased knowledge on the non-technical skills of human factors training.

Overall, the response was positive and demonstrated an increase in knowledge and that Band 7 nurses found the workshop to be useful to their workforce practice development.

## **Learning Outcomes**

1. Delegates will be able to analyse the effectiveness of the education partnership between Swansea University and Hywel Dda Health Board and consider how this may be replicated in other areas.
2. Delegates will be able to apply and potentially replicate or execute similar human factors staff training to Band 7 nurses in their own health board or trust after observing this presentation.

3. Delegates will be able to describe the non-technical skills element of human factors and appreciate the link to simulation training.

### **Recommended Reading Titles**

1. Okuyama, A., Wagner, C., & Bijnen, B. (2014). Speaking up for patient safety by hospital-based health care professionals: a literature review. *BMC Health Services Research*, 14(1), 61. <https://doi.org/10.1186/1472-6963-14-61>
2. Omura, M., Maguire, J., Levett-Jones, T., & Stone, T. E. (2017). The effectiveness of assertiveness communication training programs for healthcare professionals and students: A systematic review. *International journal of nursing studies*, 76, 120-128. <https://doi.org/https://doi.org/10.1016/j.ijnurstu.2017.09.001>
3. Lewis, R., Strachan, A., & Smith, M. M. (2012). Is high fidelity simulation the most effective method for the development of non-technical skills in nursing? A review of the current evidence. *Open Nurs J*, 6, 82-89. <https://doi.org/10.2174/1874434601206010082>

### **Presenter Biographies**

#### **Virginia Beckerman**

Virginia Beckerman is a Senior Lecturer in Children's Nursing at Swansea University. Virginia has spent the past 20 years of her career working in a variety of acute and community settings in both Australia and the UK. Virginia's main expertise is in paediatric emergency nursing and education with roles such as clinical nurse specialist in accident and emergency nursing and a clinical nurse educator at the Royal Children's Hospital in Melbourne, Australia.

Virginia completed her Masters in Public Health in 2021 which is when she also made the move to tertiary education at Swansea University, Wales.

Virginia's key responsibilities include lecturing and mentoring pre-registration children's nurses and facilitating simulation in pre and post registration training. Virginia is a Swansea University Simulation Champion and key interests include a passion for education, communication in healthcare, patient safety and simulation training.



## **5.4 Mental health and wellbeing**

# Immersive & Experiential Education Environment to Improve Student Nurse Wellbeing.

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Wednesday, 24th April - 14:50: 5.4 Mental health and wellbeing - Oral - Abstract ID: 216

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*Mr. Dominic Simpson (University of Northumbria Newcastle.), Dr. Deborah Flynn (Northumbria University)*

## **Aim of paper**

The aim of the Wellbeing in Student Education (WISE) room is to utilise immersive technology to create a, nurturing, education, and wellbeing space which develops students' preparation for academic and professional practice.

During this presentation we will share how we used principles of co-creation with undergraduate, postgraduate and apprentice student nurses to develop a space that supports the student learning experience. We will share lessons learnt about co-creating interventions and share the impact that immersive technologies can have.

## **Abstract**

Anxiety, stress, and cognitive overload are critical factors contributing to compromised health. These elements have significantly impacted the nursing profession. This is a key contemporary issue facing the nursing and higher education community. Despite pastoral interventions provided across academia, students often still report feeling inadequately prepared for the challenges related to academic study and clinical placements. It was these recurrent reports of feeling under prepared that motivated the research team create the innovative Wellbeing in Student Education (WISE) room intervention. The content of this intervention was co-created with 119 undergraduate and postgraduate students and 56 staff and practice partners who participated in a range of focus groups and 1:1 interviews to help us create an intervention that directly addressed their academic and wellbeing needs.

Immersive rooms can be found in many hospitals and university-based simulation centres; however, this technology is not used to its full potential. As a multi-disciplinary team of academics and designers we created a multi-sensory immersive experience that uses human computer interaction to support students with their wellbeing and preparation for clinical practice. The best of our knowledge this is the first time this technology has been used for the purpose.

We will present lessons learnt from the process of co-creating a wellbeing intervention. We will also share data on satisfaction with the WISE room, and how this has been integrated. We will share how we have had an impact upon wellbeing and placement preparedness across our student cohorts. We believe there is possibility for other organisations to use immersive spaces from across the wider nursing / healthcare community to up scale intervention to meet the wellbeing needs of those in their organisations.

This study was funded by NHS England following competitive peer reviewed process.

Ethical approval given by Northumbria Universities Research Ethics Committee.

## **Learning Outcomes**

- Understand how we used principals of co-creation to put elements together to form a coherent or functional Wellbeing in Student Education (WISE) intervention.
- Understand how we have utilised immersive technology to support students in their academic development and placement preparedness.
- Evaluate user satisfaction in a multi-sensory Wellbeing environment.

**Recommended Reading Titles**

Bruce, Tor Alexander. Flynn, Deborah. Simpson, Dominic. Peat, Alastair and Hill, Barry (2023) 'The WISE Room: A Multi-sensory Wellbeing & Experiential Education Environment to Improve Nursing Student Retention'. *Journal of Applied Learning and Teaching*. **[In press at time of writing]**

Bruce, Tor Alexander (2023) The WISE Room: Meeting critical needs with essential resources. Volume 32, Issue 14. Online: <https://www.britishjournalofnursing.com/content/regulars/the-wise-room-meeting-critical-needs-with-essential-resources>

**Presenter Biographies****Dominic Simpson**

Dominic is currently employed as an Assistant Professor at Northumbria university in the Department of Nursing, Midwifery and Health. He has over 7 years of teaching experience with students and colleagues in a Higher Education and healthcare practice at undergraduate, postgraduate and doctoral academic levels.

Dominic's clinical expertise is within emergency medicine and critical care, Dominic holds an honorary contract at Newcastle upon Tyne Hospitals NHS Foundation Trust, regularly supporting the delivery of services to patients with service improvement initiatives developed in partnership. Dominic's Academic expertise are related to patient safety and organisational culture.

Dominic is co-chair of the Northern Research Network, leading on research activities across the region. Dominic is a active member of the British Association of Critical Care Nurses (BACCN), Dominic uses this membership to provide a national voice to shape the strategy for critical care nursing and to promote safe, quality evidence-based nursing care.

## Men's Mental Health, lived experience with a hug!

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Wednesday, 24th April - 15:20: 5.4 Mental health and wellbeing - Oral - Abstract ID: 49

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*Mr. Dean Mcshane (Liverpool John Moore's University), Mr. Conleth Kelly (Liverpool John Moore's University), Mr. Dan Cooper (Liverpool John Moore's University)*

### Aim of paper

The aim of this paper is to showcase a current educational learning project that has been devised as a podcast. The Man Hug is a monthly men's mental health podcast hosted by 4 male nurse academics. It uses lived experience to showcase men's mental health journeys and the available support within the city region. We hope by presenting that other educational institutions can see what can be achieved through this model.

### Abstract

The Man Hug is a monthly men's mental health podcast hosted by 4 male nurse academics. It has one aim and that is to normalize the conversation for men to talk about their mental health. This is done through guest speakers talking about their own lived experiences and the support that is available. The podcast features a lived experience guest, a discussion on the theme, and a promotion of a local mental health service. The podcast is being used as an additional learning tool throughout the nursing and allied health departments.

### Learning Outcomes

- To gain a greater knowledge of the importance of lived experience and co-production for people living with mental illness.
- To see the benefits of Podcasts as learning provisions for nursing and allied health students.
- To explore 'signposting' skills that are required for health care professionals working with people with ill mental health.

### Recommended Reading Titles

Bilsker, D., Fogarty, A.S. and Wakefield, M.A., 2018. Critical issues in men's mental health. *The Canadian Journal of Psychiatry*, 63(9), pp.590-596.

Chandler, A., 2022. Masculinities and suicide: Unsettling 'talk' as a response to suicide in men. *Critical Public Health*, 32(4), pp.499-508.

Casares Jr, D.R., 2022. Embracing the podcast era: Trends, opportunities, & implications for counselors. *Journal of Creativity in Mental Health*, 17(1), pp.123-138.

### Presenter Biographies

#### Dean Mcshane

I have worked in the field of mental health for approximately 23 years, in an array of different roles. I began my first role within the NHS as a Child and Adolescent Mental Health Practitioner, in the specialisms of acute care and eating disorder.

I worked in various roles specializing in the treatment of young adults experiencing a first episode of Psychosis. In 2019 I was shortlisted for the Nursing Times Educator of the Year award and was also presented with the Chief Nursing Officer's Medal for Nursing Excellence. I am currently a Senior Lecturer in mental health at Liverpool John Moore's University where I am in the 3rd year of my PhD on the use of technology in dementia care within the Universities Living Lab. I am also a Branch Executive for the Royal College of Nursing Liverpool Branch.

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## **“Bridging the gap”: Developing Mental Health Nursing students. The journey from theory to practice using a bespoke pre-registration program empowering soon-to-be professionals.**

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Wednesday, 24th April - 15:50: 5.4 Mental health and wellbeing - Oral - Abstract ID: 151

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*Mr. Daniel Brown (South West London and St George’s Mental Health Trust), Ms. Clare Bonnett (South West London and St George’s Mental Health Trust), Ms. Hanne Stevnsborg (South West London and St George’s Mental Health Trust), Ms. Ruth Odukale (South West London and St George’s Mental Health Trust)*

### **Aim of paper**

To discuss the development, delivery and evaluation of an innovative educational experience/program designed for Student Mental Health Nurses delivered collaboratively with clinical specialists and HEI partners.

This paper will evidence the process undertaken by an NHS Nursing Development Team from initial conception and rationale to the development, delivery and outcomes for 110+ Mental Health Student Nurses.

The paper aims to promote this approach in a practice placement setting and will highlight how this system can address issues of placement capacity and competency achievement and engagement with the next cohorts of Newly Qualified Nurses.

The authors encourage lively and challenging debate.

### **Abstract**

The RePAIR report (HEE 2018) highlights that student nurses have stated that they are underprepared to perform their newly qualified nursing roles. HEE labelled this experience the “*flakey bridge*”. In recent years, our student body agreed they were unprepared, especially with the lack of practice experiences due to the pandemic. Concurrently, clinical supervisors and Team managers at the Trust raised several concerns about Newly Qualified Nurses’ clinical competence. A further problem faced by our Trust was placement capacity and reports of overburdened practice supervisors. This local narrative was replicated across the UK (Nursing Times 2022 & RCN 2022).

To address these issues, the Development Nurses gathered information on the reported competency gaps, i.e. medication management, digital skills and communication. In collaboration with clinical professionals, a three-day learning package was created aimed at final-year nursing students on placement with the Trust to increase confidence and competence in these areas of clinical practice. These students had been given direct employment offers. A final assessment was developed to evidence this increase, and feedback was provided to students and their practice assessors based on the outcome of this assessment.

Before the commencement of the program, students were informed that this was a pilot program and were encouraged to complete pre and post-evaluation forms to capture changes in Student Nurse confidence and experiences of the program. Facilitators were approached for feedback and recommendations to inform the further and future development of the program. Initial findings suggest a positive experience for students, enabling enhancement of skill, confidence, and increased practical knowledge, with 92% of participants suggesting the initial aims were met.

The authors aim to introduce a collaborative dialogue with conference attendees to inspire others to consider new and innovative ways to support their Student Nurses.

### **Learning Outcomes**

1. How to identify gaps in theoretical knowledge and practical skills delivery of Student Mental Health Nurses
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2. Understand the collaborative nature, development and delivery of a Nurse led educational programme
3. The impact of this programme on Student Mental Health Nurses, practice placement capacity and plans for future program development

### **Recommended Reading Titles**

1. <https://www.nursingtimes.net/roles/newly-qualified-nurses/skills-for-newly-qualified-nurses-1-understanding-and-managing-accountability-15-10-2020/>
2. <https://www.nursingtimes.net/roles/nurse-educators/a-programme-to-smooth-the-transition-from-student-to-newly-qualified-nurse-16-03-2020/>
3. <https://www.hee.nhs.uk/our-work/capitalahp/repair>

### **Presenter Biographies**

#### **Clare Bonnett**

Clare, an accomplished Registered Mental Health Nurse (RMN), embarked on her career within community assessment, advancing quickly from a Band 5 to a Band 6 role. Her passion for nursing development led her to join the Nursing Development Team at SWLSt.G. as a development nurse in 2022. Presently, Clare wears multiple hats, dedicating her expertise to shaping the future of nursing.

Clare divides her time between two essential roles; one at SWLSt.G, where she supports student nurses in their journey, from induction to the Trust to qualifying, and the other as a Lecturer Practitioner at Kingston University. Clare plays a pivotal role in Student Nurse Experience at SWLSt.G. Her commitment extends to being a qualified Professional Nurse Advocate, using this skill to offer invaluable one-to-one support to students in practice.

Clare is committed to fostering empowered and inspired learning experiences, nurturing the next generation of dedicated healthcare practitioners.

#### **Hanne Stevnsborg**

Hanne, a Pedagogue, Anthropologist, and Research and Evaluation Officer at SWLSt.G, earned her degrees in Denmark, with international experience from Greenland and New Zealand. Hanne's research passion is firmly centered on the profound capacity of research to inspire positive decision-making and effect meaningful change in people's lives. Her previous research examined the experiences of BAME and Danish women in a culturally diverse Copenhagen neighborhood, focusing on belonging, integration, kinship, and adversity.

Over the past two years, Hanne has spearheaded research-inspired evaluations of SWLSt.G's Nursing Development programs, encompassing student experience, Parity of Esteem, Preceptorship and beyond. Guided by her academic background, she employs a compassionate person-centered approach, validating staff in their experiences whilst informing program development.

Hanne's evaluations assist Development Nurses in program development and offers critical insights for senior decision-making in strategy development, training, and healthcare frameworks at SWLSt.G, thereby ensuring the delivery of evidence-based, person-centered care.

#### **Ruth Odukale**

Ruth Odukale, an accomplished registered learning disability nurse (RNLD) who has experience working within both community and inpatient clinical settings. Her passion for nursing development led her to join the Nursing Development Team at SWLSt.G. as a development nurse in 2022.

Ruth plays a pivotal role in Student Nurse Experience at SWLSt.G. Her commitment extends to being a diversity in recruitment champion (DIR) within SWLSTG and is passionate about aiming to tackle the underrepresentation of ethnic minority staff in senior roles and is currently working to support BAME students' experiences within clinical practice.

Throughout her career, Ruth has consistently contributed to the improvement of mental health services. Ruth is dedicated to supporting and developing the next generation of dedicated healthcare practitioners.

## **5.5 Innovations in nursing education programmes (Older People)**



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## Time for Dementia: an innovation in dementia education

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Wednesday, 24th April - 14:50: 5.5 Innovations in nursing education programmes (Older People) - Oral -  
Abstract ID: 116

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*Ms. Yvonne Feeney (Brighton and Sussex Medical School), Dr. Stephanie Daley (Brighton and Sussex Medical School), Prof. Sube Banerjee (University of Plymouth), Dr. Molly Hebditch (Brighton and Sussex Medical School)*

### Aim of paper

This paper aims to present the findings on an evaluation of the impact of a longitudinal educational programme (Time for Dementia) on healthcare student attitudes, knowledge and empathy towards dementia, and present the satisfaction of students and families taking part.

### Abstract

**Background:** The future healthcare workforce needs the skills, attitudes, and empathy to better meet the needs of people with dementia. Time for Dementia is a longitudinal educational programme in which healthcare students from a range of professional groups (nursing, medical, and allied healthcare) visit a person with dementia and their family carer over a two-year period. Students learn about the experiences of living with dementia directly from the family taking part in the programme.

This study aimed to evaluate the impact of Time for Dementia on student attitudes, knowledge and empathy towards dementia, and satisfaction of students and families.

**Methods:** A mixed methods longitudinal cohort study was conducted between 2014- 2021. Measures of dementia knowledge, attitudes and empathy were administered to healthcare students at five universities in the south of England before and after (24 months) they completed the Time for Dementia programme. Data were also collected at equivalent time points for a control group of students who had not taken part in the programme. Outcomes were modelled using multilevel linear regression models. Satisfaction surveys were completed by students and families at the end of the programme.

**Results:** 2,700 intervention group students, 562 control group students and 803 families consented to participate in the research. Students undertaking the Time for Dementia programme had higher levels of knowledge and positive attitudes at follow-up compared to equivalent students who did not undertake the programme. Satisfaction was high for both students and families, with both perceiving benefits of taking part.

**Conclusions:** The results suggest the Time for Dementia programme is effective in improving the knowledge and attitudes of healthcare students across different professional groups and universities. It also demonstrates that dementia education that meaningfully involves people with dementia and their carers can be delivered at scale for healthcare professionals.

### Learning Outcomes

- The value of a lived experience education programme.
- How undergraduate education can shape knowledge and attitudes towards dementia.
- The active experiences of people with dementia and carers taking part in an education programme.

### Recommended Reading Titles

Daley S, Hebditch M, Feeney Y, Towson G, Pooley J, Pietersen H, Banerjee S. Understanding the experiences of people with dementia and their family carers participating in healthcare student dementia education: A mixed-methods evaluation from the time for dementia programme. *Dementia* (London). 2023 Aug 2:14713012231191412. doi: 10.1177/14713012231191412

Daley, S, Hebditch, M, Jones, C, Bremner S, Feeney Y, Towson G, Wright J, Banerjee S, 2023, Time for Dementia: quantitative evaluation of a dementia education programme for healthcare students, International Journal of Geriatric Psychiatry, e5922. <https://doi.org/10.1002/gps.5922>

### **Presenter Biographies**

#### **Yvonne Feeney**

Yvonne Feeney is based at Brighton and Sussex Medical School and works as a project manager on the Time for Dementia programme. Yvonne is also currently completing a PhD that seeks to understand the development of empathy toward dementia in undergraduate education. Yvonne trained as an Adult Nurse and worked for many years in the care home sector. She has a specialist interest in dementia care and research around dementia education.

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## Enhancing Care for Older People

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Wednesday, 24th April - 15:20: 5.5 Innovations in nursing education programmes (Older People) - Oral - Abstract ID: 50

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*Ms. Elaine Francis (Northumbria Healthcare NHS Foundation Trust), Mrs. Clare Collins (Northumbria Healthcare NHS Foundation Trust)*

### Aim of paper

To explore how a large foundation hospital trust in the north-east of England has innovatively used the Enhanced Care for Older People (EnCOP) workforce development framework to create a transformational programme which supports both care for older people, and the multidisciplinary staff who provide the care.

### Abstract

The complex challenges facing the nursing older people's workforce have been well reported. Older people are the main users of health and social care services, up to half will be frail, often living with multifactorial conditions (BGS 2023). The art and science of the older persons' nurse is to manage these conditions, often with communication challenges. However, many nurses working in these services may not identify themselves primarily as an older persons' nurse, and the workforce is at risk of emotional exhaustion and burnout (West and Dawson 2012).

The Enhanced Care for Older People (EnCOP) workforce development framework is a contemporary evidence-based competency development framework for all clinical staff working with older people (FrailtyCare 2023). A large foundation hospital trust in the north-east of England, with Health Education England funding, recruited a Clinical Educator to use EnCOP to create transformational change; promoting care for older people as a specialty, and supporting those who provide it. A Plan, Do, Study, Act (PDSA) model was used to respond to workforce need. Underpinned by interprofessional learning, restorative clinical supervision and quality improvement, the offer includes face-to-face workshops and competency development facilitation to achieve EnCOP Certification at Essential and Specialist level. The learning offer includes Frailty Virtual Reality (VR) Experiences, a Roadshow, and development of VR frailty eLearning. Having created momentum, sustainability has been essential. The framework has been used to map requirements at Directorate level and supports New Starters programmes. Nurses from acute, mental health and community settings have become competency development facilitators to cascade Certification within their localities, supported by a Community of Practice.

This session will explore the Trust's innovative use of EnCOP, barriers and opportunities, and discuss a qualitative case study to help participants to understand the impact on patient care and staff.

### Learning Outcomes

- To increase awareness of the Enhanced Care for Older People (EnCOP) workforce development framework
- To consider how the EnCOP workforce development framework was delivered through a transformational learning programme
- To examine the impact of the EnCOP programme on care for older people and the staff who provide that care

### Recommended Reading Titles

BGS (British Geriatrics Society) (2023) Joining the Dots: A blueprint for preventing and managing frailty in older people. <https://www.bgs.org.uk/policy-and-media/joining-the-dots-a-blueprint-for-preventing-and-managing-frailty-in-older-people> (Last accessed: 19 September 2023.)

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Frailtyicare (2023) Enhanced Care of Older People (EnCOP) Competency Framework. <https://frailtyicare.org.uk/making-it-happen/workforce/enhanced-care-of-older-people-with-complex-needs-encop-competency-framework/> (19 September 2023.)

West M, Dawson J (2012) Employee engagement and NHS performance. The King's Fund; 2012. <https://www.kingsfund.org.uk/sites/default/files/employee-engagement-nhs-performance-west-dawson-leadership-review2012-paper.pdf> (Last accessed 19 September 2023)

### **Presenter Biographies**

#### **Elaine Francis**

Elaine Francis is the lead Clinical Educator for the Enhanced Care for Older People (EnCOP) workforce development programme at Northumbria Healthcare NHS Foundation Trust. A Mental Health Nurse specialising in working with older people and their informal and formal caregivers, she is passionate about transformational learning, joining the dots in frailty and restorative clinical supervision.

#### **Clare Collins**

Clare Collins is a Clinical Educator for the Enhanced Care for Older People (EnCOP) workforce development at Northumbria Healthcare NHS Foundation Trust. A Pharmacy Technician who specialises in Care with Older people in Care Homes, she is passionate about safe medication processes for older people and working with staff to provide holistic systems and care.

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# Exploring a blended learning approach for delirium education in first year adult nursing students.

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Wednesday, 24th April - 15:50: 5.5 Innovations in nursing education programmes (Older People) - Oral - Abstract ID: 19

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*Dr. Claire Pryor (Northumbria University), Dr. Laura Park (Northumbria University)*

## **Aim of paper**

To discuss and explore a novel approach to undergraduate nurse education pertaining to delirium. The discussed education intervention is aligned to the Nursing and Midwifery Council standards of proficiency for registered nurses and utilises a blended learning offer. Blended learning, and the use of simulation is rapidly expanding in education, however evaluating the impact of these strategies is paramount to ensure high quality, responsive education. In addition, delirium is a complex and challenging condition spanning mental, physical, cognitive health. Bringing these factors together will support proactive education supporting the future nursing workforce and high quality patient care.

## **Abstract**

Exploring a blended learning approach for delirium education in first year adult nursing students.

## **Background**

Delirium presentations signify an acute medical condition and should be seen as a medical emergency. Undergraduate nurse education must equip students with the ability to recognise delirium. A novel blended learning approach using online supported learning and standardised patient case study was devised to support identification and recognition of delirium.

## **Aims**

- Evaluate and explore first year student nurses' perceptions and experiences of a blended delirium education package.
- Explore if students believe this will change or influence their practice.

## **Methods and Sample:**

A mixed methods approach was undertaken. Data were collected using an online questionnaire following completion of a blended education package. Quantitative data were collected through Likert Type items and analysed using descriptive statistics. Free text options allowed for further explanations and opinion. Qualitative data were thematically analysed before integration of the full data set to offer breadth and depth of exploration. Purposive sampling of first year adult nursing students was undertaken (N=270). n=49 questionnaires were returned.

## **The Educational Intervention**

A blended delirium learning intervention was developed including an Online Supported Learning package to be completed prior to undertaking a face to face activity centring on simulated base case studies including the art of noticing, assessment, and care planning.

## **Findings**

1. Acknowledging the complexity of delirium. Participants reported that the educational intervention increased their confidence in delirium identification, and their ability to discuss this with their colleagues.
  2. Bridging the gap between online learning and classroom learning. 91.8% of participants identified that the blended approach to learning supported their understanding, permitting them to study at their own pace.
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## **Conclusion**

Early blended learning about delirium is beneficial, with clearly focused activity to support learning and practice, and a confidence to discuss potential delirium presentations.

## **Learning Outcomes**

1. Understand the complexity of delirium presentations
2. Gain an understanding of blended learning pedagogy and how this can be used to support education and practice
3. Understand the wider implications for nursing education and delirium care provision

## **Recommended Reading Titles**

Pryor, C & Clarke, A (2017) Nursing care for people with delirium superimposed on dementia. *Nursing Older People*. 29 (3):18-21 doi: 10.7748/nop.2017.e887

National Institute for Health and Care Excellence. (2023). Delirium: Prevention, Diagnosis and Management. Evidence review for diagnostic accuracy of tests to identify delirium. Retrieved from <https://www.nice.org.uk/guidance/cg103/evidence/a-diagnostic-accuracy-of-tests-to-identify-delirium-pdf-11320715486>

Mitchell, G., Scott, J., Carter, G., & Brown Wilson, C. (2021). Evaluation of a delirium awareness podcast for undergraduate nursing students in Northern Ireland: a pre-/post-test study. *BMC Nursing*, 20. doi:<https://doi.org/10.1186/s12912-021-00543-0>

## **Presenter Biographies**

### **Claire Pryor**

Dr Claire Pryor is an assistant professor at Northumbria University and has a diverse nursing background. Claire has a specialist interest in delirium and older peoples' care. Claire's teaching and research passions include non-medical prescribing, frailty, advanced practice and using virtual reality (VR) to support education. The focus of Claire's PhD was the mental health nurses experience of caring for people with delirium superimposed on dementia. Claire is currently involved in several research projects, which include research into delirium education, the use of VR in frailty education, and non-medical prescribing. Claire is a Fellow of the Higher Education Academy, a Nursing and Midwifery Council registered teacher, and holds a Post Graduate Certificate in teaching and learning in professional practice.

### **Laura Park**

Laura is an assistant professor in adult nursing at Northumbria University, her nursing background is within stroke care. Laura's teaching and research passions include clinical skills, TEL, interprofessional learning, and international education. In 2016, along with Dr Claire Ford, Laura was shortlisted for the Student Nursing Times Awards – Teaching Innovation of the Year. Laura is involved in several research projects and was awarded her PhD in 2021. In addition Laura has been a chapter co-author in a 2018 Nurse Associate book, a 2020 Nursing pharmacology book, and in a number of journal publications 2018-2022.

## **5.6 Evolving an innovative models of workforce training & education**

# Personal and Professional Development: The Experiences of Band 5 Children's Nurses Working in the NHS.

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Wednesday, 24th April - 14:50: 5.6 Evolving an innovative models of workforce training & education - Oral - Abstract ID: 6

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*Mrs. Leah Rosengarten (Northumbria University)*

## Aim of paper

- To provide an opportunity to understand the experiences or perceptions of Band 5 Children's Nurses in their personal and professional development
- To offer an insight into why these experiences or perceptions arise
- To consider how emerging understanding can give insight into future workforce development strategies.

## Abstract

Traditionally, workforce development strategies in the NHS have been focused on fields which have problems with retention or recruitment such as learning disability and primary care nursing (Buchan et al, 2019). Studies which consider the personal and professional development of children's nurses are often not transferable as they are based in countries other than the UK, they focus on newly qualified staff who are yet to experience significant varied post-registration development, or they focus on staff who have already experienced career progression and are working at advanced nursing levels. As Band 5 nurses make up the majority of the NHS workforce, their development is key, for improved recruitment and retention, as well as achievement of the NHS' Long Term Workforce Plan goals.

This presentation will share the findings of a piece of research which used a phenomenological methodology to explore the perceptions of Band 5 Children's Nurses working in the NHS. 16 Children's Nurses were interviewed twice, over a period of several months. The findings demonstrate that development is vital to the Children's Nurses' role and identifying that improved support from NHS Trusts, their managers, and their colleagues is key to ensure that there are resources and the culture necessary to support children's nursing careers. The findings of this study provide an opportunity to understand the experiences of children's nurses in their personal and professional development and provide insight into future workforce development strategies for this essential nursing group.

## Learning Outcomes

- Improved understanding of the personal and professional development experiences of Band 5 Children's Nurses working in the NHS.
- Insight into how Children's Nurses experiences and perceptions can be used to improve workforce development strategies for future practice.

## Recommended Reading Titles

- Balls P. (2010). 'What are the factors that affect band 5 nurses' career development and progression?' *Nursing times*. 106:15. Pp 10-13.
- Bong, HE. (2019). 'Understanding Moral Distress: How to Decrease Turnover Rates of New Graduate Pediatric Nurses.' *Pediatric nursing*. 45(3), pp109-114.



- Wilkinson, S., and Hayward R. (2017). 'Band 5 nurses' perceptions and experiences of professional development'. *Nursing Management*. 24(2), pp30-37.

### **Presenter Biographies**

#### **Leah Rosengarten**

Claire Camara is a Lecturer of Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Personal Tutor for undergraduate Children's Nursing Students.

Leah Rosengarten is an Assistant Professor in Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Personal Tutor for undergraduate Children's Nursing Students. Leah joined Northumbria University in 2018, moving from Paediatric Oncology at the Great North Children's Hospital, where she was based for 6 years.

#### **Jane Callum**

Jane Callum is an Assistant Professor in Children's Nursing at Northumbria University. She teaches across different modules in Pre and Post Registration Children's Nursing programmes and is a Programme Leader for undergraduate Children's Nursing Students.

## Dedicated Education Hubs for Year one Students across one Foundation Trust and two Universities

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Wednesday, 24th April - 15:20: 5.6 Evolving an innovative models of workforce training & education - Oral - Abstract ID: 261

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*Mr. Ronnie Meechan (Birmingham Newman University), Ms. Carol Willis (University Hospital Birmingham), Ms. Rhian Stevens (University of Birmingham), Ms. Mary Pocock (University of Birmingham), Mr. Matthew Aldridge (Birmingham Newman University)*

### **Aim of paper**

The current workforce shortage for Nursing and Allied Health care professionals is a significant concern for the care of patients as well as the long term sustainability for our NHS. In the academic year 2023-2024 applications for nursing and some other allied health programmes dropped significantly adding further stresses and pressures to an already stretched workforce. Working in partnership, one large NHS Foundation Trust and two Universities in the West-Midlands are working together to develop Dedicated Education Hubs to support 1<sup>st</sup> year nursing and healthcare students in two frail elderly clinical wards to work inter-disciplinary whilst developing fundamental skills.

### **Abstract**

Pressures within practice learning environments is well documented, with vacancy rates within the NHS at record levels whilst number to undergraduate programmes are on the decline. This combination of issues has the potential to impact on the numbers of practice assessors and supervisors available to educate students whilst in the clinical setting. This also has the potential to impact on the quality of the learning environment for students. Our presentation will outline a project and initial findings from two groups of 12, 1<sup>st</sup> year nursing students who have undertaken their first clinical placements within the Dedicated Education Hubs (24 students in total across the two areas). There is a recognition that the number of placements for year one students needs to increase if Universities and Practice Learning Partners are going to be able to achieve the ambitious targets set out in the NHS plan.

The DEH will see students working in pairs, undertaking traditional shorter shifts, with dedicate learning time set aside to ensure learning within the DEH is enriched and structured. The model is purposefully designed to facilitate interprofessional learning activities with AHP students also being placed within these areas. Working along side experienced Health Care Support Workers, Registered Nursing Associates and each ward having its own dedicated Clinical Educator to support this project, students education will be focused on privacy, respect, elimination and hygiene needs, nutrition, mobilisation, skin integrity, communication, well-being and wider mental health support for older adults within acute services. Each of the units is supported by a dedicated academic assessor/link from each of the Universities who makes regular visits to the wards to ensure students and staff have a named person. Students will also be supported by students in more senior years of the programme as well as their nominated practice assessor/supervisor on the ward.

### **Learning Outcomes**

1. Gain an understanding of the rationale for Dedicated Education Hubs and their impact on enhancing placement capacity.
2. Explore the impact that the Dedicated Education Hubs had on outcomes for students
3. Explore the benefits and challenges of this model and gain practical ideas for replicating this across other organisations.

**Recommended Reading Titles**

Allen D. How student-led wards can build skills and confidence: Nursing students on collaborative learning programmes make decisions about care and gain clinical experience. *Nursing Older People*. 2023;35(3):20-21. doi:10.7748/nop.35.3.20.

Hill R, Woodward M, Arthur A. Collaborative Learning in Practice (CLIP): Evaluation of a new approach to clinical learning Nurse Education Today 85. doi.org/10.1016/j.nedt.2019.104295

**Presenter Biographies****Ronnie Meechan**

Ronnie Meechan is the Head of School (Associate Dean) Nursing and Allied Health within the Faculty of Arts, Society and Professional Studies. Ronnie is a qualified Adult and Mental Health Nurse. Before joining Newman University Ronnie was the Head of Education in the Institute of Clinical Sciences at the University of Birmingham and the Head of Pre-Registration Nursing at the University of Birmingham.

Ronnie was recognised for his outstanding contribution to student learning and student voice whilst at the University of Birmingham in 2020 and was awarded the HEFi teacher of the year award. In 2015 Ronnie was a shortlisted finalist for the National Student Nursing Times Awards by nursing students at Kingston University London for his contribution to student voice and student support.

Ronnie maintains links with practice through his work undertaking his role as a Nursing and Midwifery Council Registrant Visitor.

**Carol Willis**

Carol is an experienced senior nurse within university hospitals Birmingham school of nursing AHPs Midwifery. She provides strategic leadership for the pre-registration portfolio, having a passion for future nursing workforce by creating innovative, high quality practice learning environments. She trained at St Bartholomew's school of nursing before moving to Birmingham where she undertook a MSc in public sector management.

**Rhian Stevens**

Rhian Stevens is the lead for practice placements partnerships and pre-registration international students and a lecturer in nursing at the University of Birmingham. She qualified as a children nurse in 2006 and has experience working in a range of clinical areas both nationally and internationally. In addition to her lecturing role and previous clinical role Rhian has undertaken several nurse consultation roles working specifically on burns unit in Malawi. Rhian have worked on projects that have received grants via THET and the Scottish Government and supported research for WHO. She is currently working with the nursing department of University of Cape Town and with King Fiscal Specialist Hospital, Jeddah, KSA. She is a reviewer for Nursing Standard and has reviewed e-learner modules for RCPCH.

**Mary Pocock**

Mary is a clinical skills and simulation teaching fellow. She teaches across all the pre-registration nursing programmes, with a particular focus on adult nursing. Mary previously worked as a critical care nurse and a haematology stem cell transplant nurse, as well as working in older adult care.

**Matthew Aldridge**

After working as a clinical front-line nurse in both accident and emergency and custodial healthcare, Matt moved into higher education to pursue his interest of developing high quality education for future generations of health care professionals. He is highly innovative; having developed, delivered and evaluated a number of novel learning and teaching initiatives across a career spanning three higher education institutions. including the use of simulated practice, creation of reusable learning objects and online virtual learning environments. Matt has a keen interest in inter-professional education, particularly focussing on the use of problem-based learning and simulation to promote authenticity and student engagement in the learning experience. He has extensive experience of curriculum design, approval, validation, and quality assurance across nursing and allied

health programmes for the HEI sector. Matt is the Head of Placement and Simulation at Birmingham Newman University, where he oversees the implementation of simulation in the nursing curriculum.

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## Cancer Internship Programme

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Wednesday, 24th April - 15:50: 5.6 Evolving an innovative models of workforce training & education - Oral -  
Abstract ID: 230

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*Mrs. Pauline Sturdy (South Tees Hospitals NHS Foundation Trust), Mrs. Kelly Craggs (South Tyneside and Sunderland NHS Foundation Trust), Mrs. Carolynne Hardy (South Tyneside and Sunderland NHS Foundation Trust)*

### **Aim of paper**

Discuss the innovative Cancer Internship Programme, which was developed to support succession planning in cancer, retain experienced staff by providing career development opportunities and develop the clinical competence, knowledge and skills of the interns in cancer to ensure excellence in patient care and enrich cancer patient experience.

### **Abstract**

Around one third of the cancer specialist nurse workforce are reaching retirement age, with limited succession planning in place or experienced staff to fill roles. There are significant challenges in recruiting to cancer clinical nurses specialist (CNS) roles since there is lack of understanding or exposure to these roles and registered nurses often don't meet the criteria as they have had limited opportunity for formal training and skills development in cancer.

To address this challenge, funding was provided from Health Education England (HEE) to develop the Cancer Internship Programme and pilot it across two Trusts.

The aim of the programme is to support succession planning within cancer by; providing an opportunity for registered nurses to develop specialist knowledge, skills and experience through working directly with cancer teams; providing career development opportunities for individuals aspiring to become cancer CNS's and developing the knowledge and skills of the interns in cancer care, sharing knowledge gained with their substantive clinical areas to enrich cancer patient experience.

The bespoke programme is for 5 Registered Nurses in each Trust for 7.5 hours per week over 12 months, released from their clinical area. Interns are based with a cancer CNS team for 50% of the programme ('hub') and there are clinical 'spoke' placements in oncology areas, acute oncology service and palliative care. Educational sessions provide knowledge and theory to underpin practice. Formal accreditation is through a university cancer module, supported by clinical mentors.

The first cohort evaluated extremely well and further funding was secured to repeat the programme, which commenced in September. Evaluation demonstrated that the interns' knowledge of cancer care increased significantly from baseline assessment and 4 of the interns have been successfully recruited to roles in cancer/palliative care. The programme is being rolled out across the region and has been shortlisted for national awards.

### **Learning Outcomes**

- To demonstrate a collaborative, innovative and cost-effective approach to cancer workforce succession planning.
- To demonstrate a tailored approach to developing competence and capability to meet the needs' of patients with cancer.
- To demonstrate an effective means of supporting staff recruitment and retention and providing opportunities for career progression in cancer.

### **Recommended Reading Titles**

Health Education England (2017) 'Multi-professional framework for advanced clinical practice in England' London: *Health Education England*.

Macmillan Cancer Support (2020) 'Addressing the Gap: Highlighting the need for growing the specialist cancer nursing workforce' London: *Macmillan Cancer Support*.

RCN (2021) RCN Employment Survey 2021 London: *Royal College of Nursing*

### **Presenter Biographies**

#### **Pauline Sturdy**

Registered Nurse with 34 years experience and over 25 years experience working in cancer. Currently working as a Cancer Clinical Educator and have previously worked as a Cancer Clinical Nurse Specialist in the specialist fields of Head and Neck Cancer and Neuro-Oncology.

# Authors Index

Abdulla, S.	27	Brown, C.	287
Abdulmohdi, N.	208	Brown, D.	309
Ackroyd, S.	176	Bueser, T.	146
Adakpa, I.	190	Byrne, D.	6
Adley, L.	153		
Aldridge, M.	129, 322	Cain, M.	296
Aldridge, N.	131	Callum, J.	20
Alexandropoulou, M.	23	Camara, C.	20
Alharbi, A.	77, 81	Carey, M.	23
Ali, T.	272	Carpenter-Clawson, C.	148
Allen, M.	44	Channa, S.	126
Alosimi, A.	121	Chilton, S.	11
Anderson, K.	167	Clarke, H.	83
Annesley, S.	220	Clarkson, C.	134, 255
Appleton, L.	46, 113	Cleary, J.	248
Archibald, S.	108	Cockett, A.	79, 179, 188
Aventin, Á.	186	Cole, M.	303
Aveyard, H.	200	Collins, C.	315
Ayo-Ajayi, H.	183	Combes, A.	246
		Compiani, L.	37
Baldock, D.	179	Cooke, J.	200
Ballard, S.	227	Cooper, D.	308
Banerjee, S.	313	Corkin, D.	261
Banks, M.	13	Costello, A.	190
Barker, S.	158, 242	Costello, R.	134, 255
Bartlett, M.	68	Cowell, L.	285
Becker, C.	102	Cowley, S.	296
Beckerman, V.	303	Craggs, K.	325
Beckett, S.	119	Credland, N.	289
Begum, R.	98	Creed, F.	272
Bell, D.	148	Crichton, E.	25, 179, 215
Bennett, A.	202	Crimmons, K.	16
Berrill, P.	74	Cross, D.	51
Berry, L.	106	Cross, K.	98
Birch, R.	119	Crump, A.	176
Bliss, J.	151		
Blodwell, C.	13	Daley, S.	313
Blowers, C.	37	Daly, L.	231
Bonnett, C.	309	Dare, L.	227
Bowers, J.	44	Davies, B.	131
Brandon, H.	146	De Leon, J.	169
Brogden, B.	72	Deane, K.	9

Deeny, P.	34	Hall, V.	259
Dickson, C.	165	Hancock, J.	299
Dixon, P.	289	Hanna, H.	257
Doak, J.	235	Harding, C.	229
Dunn, R.	289	Hardy, B.	162
Dunn, S.	44	Hardy, C.	325
		Harris, D.	64, 70
Eastwood, R.	233	Harris, S.	202
Edge, D.	23	Harrison, N.	140
Elliott, C.	217	Harvey, B.	104, 108, 172
Elliott, R.	146	Harvey, H.	272
Elton, K.	94	Hayward, M.	23
Engward, H.	208	Heaton-Shrestha, C.	25
		Hebditch, M.	313
Fairbrass, S.	66	Hetherington, K.	108
Faithfull-Byrne, A.	2	Hill, R.	136
Fawcett-Greaves, L.	83	Hinds, M.	62
Fear, T.	13	Hobden, E.	85
Feeney, Y.	313	Hodge, G.	51
Fender, S.	299	Hodge, P.	280
Fennell, M.	108	Howard, S.	115
Finnegan, N.	117	Hudson-Tandy, R.	250
Fitzsimons, C.	265	Hughes, S.	299
Flynn, D.	158, 242, 306	Hyde, S.	115
Forbes-Grant, L.	181		
Ford, C.	131, 158	Ireland, J.	111
Foreman, E.	268		
Formenton, C.	263	Jack, L.	2
Forshaw-Hulme, S.	117	Jennison, L.	289
Francis, E.	315	Johnson, T.	104, 108
		Johnston-Devin, C.	2
Gadd, H.	167	Jones, H.	160
Gage, W.	174	Jones, R.	292
Galeotti, M.	186	Jopling, L.	117
Garcia Merelas, P.	259, 265		
Gill, K.	66	Kavathekar, A.	153, 222
Girling, A.	37, 39, 41	Keane, L.	265, 280
Goldspink, S.	208	Keenan, B.	301
Gonzalez, J.	2	Kelly, C.	308
Graham, C.	108, 172	Kerr, C.	261
Gray, M.	44	Khan, A.	50, 139
Greenbaum, C.	134, 255	Khan, E.	146
Greene, T.	167	Khan, T.	98
Greenway, K.	200	Kirtley, L.	172
Grosvenor, W.	246	Kirwan, D.	148
Gurbutt, R.	50, 139		
		Lambert, Z.	235
Haines, S.	292	Lane, K.	217
Hall, H.	55, 57, 100	Lavender, V.	4



---

Lee, A.	72	Nunn, R.	217
Lee, C.	100		
Lees, C.	91, 248	O'Donnell, D.	165
Lines, H.	53	O'Meara, T.	301
Luengas, M.	280	Odukale, R.	309
Lussier, J.	111	Ooms, A.	25
Lynch, K.	148	Owens, L.	6
Machin, A.	27	Palmer, K.	296
Maddison, C.	124	Park, L.	131, 317
Madera, G.	4	Parlett, G.	70
Maher, A.	176	Patel, D.	257
Major, R.	193, 197	Paterson, L.	44
Marijetic, P.	213	Pearce, R.	126
Marongwe, P.	108	Petty, J.	229
Marsh, L.	167	Phillips, K.	181
Marshall, H.	91, 248	Pipping, M.	270
Massey, M.	296	Pires-Ferreira, H.	70
Maxfield, M.	143, 213	Pocock, M.	322
McCarthy, G.	215	Poole, K.	246
McCraw, D.	108	Pooley, J.	113
McLuckie, C.	27	Pope, A.	148
McNaughton, A.	174	Powell, J.	18
Mcshane, D.	308	Price, C.	253
Meechan, R.	16, 129, 322	Price, J.	179, 215
Menghani, R.	6	Pritchard, A.	299
Middleton, D.	172	Pritchard, K.	299
Miguel, A.	303	Pryor, C.	317
Miles, T.	148	Purcell, J.	48
Miller, S.	30		
Milner, M.	25	Quinlivan, L.	237
Milnes, Y.	274		
Minett, S.	202	Raffel, C.	268
Monk, D.	32, 155	Ratcliffe, S.	195
Moore, T.	62	Reynolds, R.	23
Morbey, D.	195	Robinson, L.	146
Moreton, A.	96	Rosengarten, L.	20, 220, 320
Morris, E.	117		
Mundy, K.	210	Schutz, S.	200
Munro, C.	299	Scripps, H.	206
Murphy, B.	146	Selvaraj, N.	299
		Seymour, C.	119
		Sharp, H.	6
Nambiar-Greenwood, G.	119	Shearer, D.	68
Needham, H.	301	Sheedy, G.	179
Neill, S.	23	Shepherd, P.	224
Newell, S.	89	Shiju, M.	55, 57, 100
Newman, E.	183	Shotton, L.	217
Newman, M.	183	Shrestha, J.	89

---

Simcock, G.	195	Topping, A.	126
Simpson, D.	306	Topping, S.	294
Simpson, O.	240	Triboi, I.	87
Singleton, E.	106	Trim, C.	146
Smalley, A.	250	Tuckwell, A.	208
Smith, M. (Liverpool University Hospital Foundation trust)	6	Turner, R.	44
Smith, M. (Shropshire Community Health NHS Trust)	282	Varadi, A.	148
Smith, R.	244	Varghese Virippil, M.	55, 57
Solomon, D.	278	Wade, J.	131, 220
Stein, A.	140	Walker, C.	248
Stevens, R.	322	Walker, J.	289
Stevnsborg, H.	309	Warrilow, A.	16
Stewart, C.	117	Watson, M.	148
Street, H.	37, 39, 41	Webster, R.	285
Studart, D.	146	Welsh, L.	108
Sturdy, P.	325	Wharrad, H.	121
Sullivan, J.	195	Whitehouse, E.	44
Sullivan, S.	85	Whiting, L.	229
Sumnall, R.	60	Whitmore, R.	276
Suthers, F.	265	Whittingham, K.	121
		Williamson, S.	102
Talbot, M.	148	Willis, C.	322
Thompson, L.	2	Wood, C.	204
Tilbury, S.	37	Woods, L.	294
Tizzard-Kleister, K.	34	Yeo, J.	140
Tomietto, M.	220	Yip, J.	9, 91

