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RCN Education National Conference and Exhibition 2025

Monday 31 March - Tuesday 1 April 2025

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Keynote and plenary speakers

Keynote address 1: Listening and Learning – Delivering Inclusive Education and Support for Nursing in Scotland

Monday, 31st March – 09:45

Mark Richards, Associate Chief Nursing Officer Scotland

Mark joined the NHS in 1988 and qualified as a registered mental health nurse in 1991. He graduated from Glasgow Caledonian University with a BSc in forensic mental health nursing in 2001 and has completed post graduate studies in primary care at the University of Glasgow. He has also trained as a business coach.

His early clinical career was spent in forensic mental health services in Perth and Glasgow, and he has held professional leadership and managerial roles in mental health, addictions, learning disability and prison healthcare services.

Between 2016 and 2022 he was the Executive Director of Nursing and Operations/Deputy CEO at the State Hospitals Board for Scotland, and during this time was the vice chair of Scotland's Executive Nurse Directors group.

He is currently the Associate Chief Nursing Officer in Scottish Government, working between the Mental Health Directorate and the Chief Nursing Officer's Directorate.

Professor Claire McGuiness, Professional Advisor Nursing & Midwifery Education, Scottish Government

Claire began her career in nursing in 1986 at the Royal Hospital for Sick Children (RHSC) in Glasgow, qualifying as registered nurse 1989. Alongside gaining experience in intensive care for children, young people and neonates, Claire also practised as a research nurse.

Claire joined Glasgow Caledonian University (GCU) in 2004, taking up the joint post of lecturer/research assistant and research nurse, and eventually joined GCU permanently in 2007 as a lecturer. Claire completed doctoral studies in 2017, graduating as a Doctor of Philosophy. Her PhD thesis explored the work of supervising mentors in practice, constructing a theory centred on the psychology of persuasion and influence when learning in the workplace. During her doctoral studies, Claire was seconded to NHS Education for Scotland (NES) as a national Project Lead and led development of a Student Practice Learning Experience Feedback tool, which is still in use today, as well as research exploring the Care Home Education Facilitator (CHEF) role and impact.

Whilst working as a university academic, Claire progressed to both Senior Lecturer and Assistant Head Learning Teaching and Quality in the School of Health and Life Sciences at GCU. She commenced post as the Professional Education Advisor to Scottish Government for Nursing and Midwifery Education in 2021 and continues in this role now. Claire continues to support doctoral students in her current role, and in January 2024 was appointed as an Honorary Professor at GCU. Claire's publications include; children's experiences of participation in a clinical trial; mentorship; workplace learning; academic skill building and clinical simulation.

Presentation summary
- Understand the processes underpinning the national work of the Ministerially Led Nursing and Midwifery Taskforce
- Learn more about the activities and the inclusion of key stakeholders as part of the Taskforce work
- Consider the outputs and recommended actions of the Ministerially Led Nursing and Midwifery Taskforce in the context of inclusive education and support for nursing
- Learn more about current education activities and initiatives in Scotland, including the impact of these
- Reflect on nationally inclusive work and the potential that this holds for education and support of nurses in Scotland now and in the future

Panel discussion: Neurodiversity; the implications for nursing education

Monday, 31st March – 13.25

Dr Rachael Major, RCN Education Forum Chair and Equality, Diversity and Inclusion Lead, The Institute, Guernsey

Rachael qualified as a Registered Nurse (Adult) in 1996, having previously completed a BSc (Hons) in physiology and worked in general medical, general surgical and gynaecology including a practice educator role, before taking up a lecturing position in 2001 and senior lecturer post in 2003. Rachael has led on a number of programmes including Pre-registration Nursing, Mentorship and Return to Practice. Rachael has worked collaboratively with a number of University's to develop and deliver validated and NMC endorsed programmes and has an interest in curriculum development. Rachael is currently the post-registration programmes lead which include the Masters in Professional Practice, PGDip in Leadership in Professional Practice and PGCert in Professional Education.

Rachael teaches across a broad range of subjects from research, pedagogy, anatomy and physiology, pharmacology, clinical skills and leadership and she is a National Vocational Qualification Assessor and Internal Verifier. Her Doctorate in Education investigated the experience of registered nurses with dyslexia and she has continued to research the experiences of neurodiverse nurses and she has lived experience of neurodivergence. Her research interests include neurodiversity in nursing, teaching of biological sciences and transition of newly qualified nurses. Rachael is passionate about supporting students from a wide range of backgrounds to enable them to reach their potential and being part of the development of healthcare professionals across their careers.

Dr Anne Marie Craig, University of the West of Scotland

Dr Anne Marie Craig is Head of Division (Adult Nursing, Community and Health) in the School of Health and Life Sciences at University of the West of Scotland (UWS). Throughout her career as a registered nurse Anne Marie has been involved in education and continuous professional development. Anne Marie is passionate about education and has held several education related roles including mentor and Renal Nurse Educator, Lead Practice Education Facilitator and Lead Nurse for Education, and latterly academic roles in pre-and post-registration nursing and interprofessional healthcare education. Anne Marie has a particular interest in supporting students with disabilities in academic and practice settings and completed a PhD in 2018 with a thesis entitled 'An exploration of the concept of reasonable adjustments in pre-registration nursing in Scotland'.

Chloe Jackson, Staff Nurse, NHS Grampian

Chloe is an Anaesthetic Nurse at Aberdeen Royal Infirmary. She is a dedicated advocate for neurodiversity, proudly sharing her own experiences as someone diagnosed with ADHD, Autism, Dyslexia, Dyscalculia, and Dyspraxia. Chloe's journey has been shaped by both her neurodivergent energy and the unfortunate experiences encountered, fuelling a passion for social justice within the neurodiversity community.

To drive change and awareness, Chloe founded several initiatives, including:
- Pride of Neurodiversity Tartan Co:The only Neurodiversity Tartan in the world.
- Umbrella A Cappella: A neuro-inclusive community choir in Aberdeen.
- Support and Understanding for Neurodivergent Nurses and Healthcare Workers Network.

Chloe's main goal with these initiatives is to educate people about neurodiversity and foster a more inclusive world for all.

James Eames, Student Mental Health Nurse, University of Derby

James is a third-year Mental Health Nursing student and the Student Disability Officer at the University of Derby. He is on the committee for SSHINE (Staff and Student Healthcare Initiative for Neurodiversity and Equity) and an RCN Student Ambassador. He works with practice educators, healthcare professionals, and professional bodies to improve accessibility in nursing education, including contributing to training materials such as the NHS RePAIR e-learning module Supporting Neurodivergent Learners and Staff.
James is passionate about reducing barriers in healthcare education to support a more diverse workforce that better reflects and serves the people it cares for.

Keynote address 2: Advancing Nursing: What will it take?

Tuesday, 1st April – 09:20

Professor Jane Ball, Director of RCN Institute of Nursing Excellence, Royal College of Nursing

Jane Ball is director, RCN Institute of Nursing Excellence. Her research has focused on nursing employment and deployment, looking at how features of nurse staffing affect care quality, patient outcomes and nurses themselves. The unifying aim of the many studies she has led has been to identify conditions needed to allow nurses to deliver excellent care and have satisfying and sustainable careers. She has worked at the Institute for Employment Studies, as policy adviser at the RCN, and as deputy director of the National Nursing Research Unit (King's College London). For the past ten years, Professor Ball has been based at the University of Southampton. She was made a fellow of the RCN in 2019.

Presentation summary

Nurses are the most trusted professionals in public opinion polls. Decades of research evidence shows that getting nursing right, and allowing nursing excellence to flourish, is key to improved outcomes for patients and cost-effective care. But have we got the building blocks in place to enable individual nurses and the nursing workforce as a whole, to advance? What would it take to fulfil this aspiration? Jane reflects on the obstacles and opportunities for advancement of the nursing profession.

Keynote address 3: UK Nursing Professional Registration Policy Review: Unlocking Opportunities for Global Nursing

Tuesday, 1st April – 13:00

Dr. Agimol Pradeep BEM, King's College Hospital NHS Foundation Trust

Agimol is an experienced nurse leader, mentor, senior lecturer, program lead, researcher, qualified nurse advocate, transplant coordinator, and philanthropist with a keen interest in the promotion of organ, blood, and stem cell donors and support for Globally Educated and Experienced Nurses (GEENs) in the UK. She is working as a senior transplant coordinator at Kings College Hospital, London. Agimol is a member of the Nursing Midwifery Council's (NMC) English Language Expert Advisory Group, the Royal College of Nursing (RCN) International Committee, and a project advisor for the NHS Blood and Transplant Community Programs. Her philanthropic role includes being the chair of the Alliance of Senior Kerala Nurses (ASKeN)–Forum for the Kerala Nurses in the UK. She has a passion for learning and supporting humanitarian projects. Agimol has received many acknowledgements and recognition locally, nationally, and internationally, including the British Journal of Nursing's (BJN) Nurse of the Year award in 2015 and the British Empire Medal (BEM) in the 2018 Queen's Birthday Honours List for her services to organ donation. Her elevated profile has garnered attention as a role model for Asian nurses working in the UK.

Agimol acknowledges that ethical recruitment and the scarcity of the nursing workforce are ongoing challenges faced by the UK healthcare system. The Nursing and Midwifery Council (NMC) in 2005 mandated the English Language Test for GEENs to complete their UK nursing registration, which led to their employment in the UK as bands 2, 3, or 4. It was difficult to witness and listen to these nurses feelings of underpayment and being undervalued, so she started speaking up for them. Having a research background, Agimol was able to scrutinise current NMC policies on English language requirements with the assistance of academicians and senior officials, identifying evidence to support the existence of discrimination and the lack of clear evidence. She is passionate about nursing and always aspires to provide the best patient care. Therefore, it was crucial for her to recognise this delicate balance and ensure that removing the language test requirement wouldn't put patients at risk due to communication issues. Initial conversations with NMC started in early 2020, and we worked with a team of officials and experts on a campaign for 30 months, generating proposals on how NMC can help these nurses. Following public consultation, NMC reviewed the policy and implemented the changes on 8/2/23. This review is enabling thousands of nurses from 20 different countries to regain their professional identities in the UK. This initiative was recognised by the Health Service Journal's (HSJ) award 2024 for "Workforce Initiative of the Year and the Commendation award from the judges for NHS Race Equality. Agimol, feel privileged to join the Florence Nightingale Foundation's (FNF) leadership program in 2024/25 and carry on with this endeavour.

Presentation summary

This presentation will address the importance of ethical recruitment, supporting the global nursing workforce and their rights, promoting nursing excellence in the UK, and facilitating the exchange of globally trained nurse's knowledge and skills through collaborative leadership. It will highlight the need for nurse leaders capable of challenging organisations and regulatory bodies to review outdated policies to improve patient care and seek justice for nurses by being the voice for those who feel vulnerable, undervalued and underpaid.

Dr Pradeep will discuss the initiative and steps she took to review the UK Nursing and Midwifery Council's English language requirement policy for internationally educated nurses and reflect on the positive outcome and how it's impacting the UK and global nursing workforce. In addition, she will address the challenges and how she overcame those challenges with collaborative work, knowledge/skills around that topic, and the vital part of having that lived experience to understand the issues.

The presentation will reflect on the WHO statement on the 4.5 million nurses shortage globally by 2030 and the steps that should be taken to address the issue. It will also reiterate the importance of demonstrating personal ownership when change is required to pursue, communicate, make decisions, and implement change.

Delegate learning outcomes

- Ethical recruitment
- Vital role of Nurses in policy sector to review and rewrite
- Need to value the Global Nursing workforce and upskilling globally experienced and educated nurses in the host country to support patient care and address the global scarcity of the nursing workforce

Reading references

4. Pradeep A, Davis D (2022), A solution to nurse shortages, British Journal of Nursing Vol.31, No. Published Online:29 Jan 2022 5. Pradeep A, Davis D

(2022), It is high time we appreciated the invisible workforce of overseas qualified nurses' https://www.nursingtimes.net/opinion/it-is-high-time-weappreciated-the-invisible-workforce-of-overseas-qualified-nurses-27-01-2022/ 6. Pradeep A, Davis D (2022) 'NMC consultation on proposed changes to

English requirements very welcome' https://www.nursingtimes.net/opinion/nmc-consultation-on-proposed-changes-to-english-requirements-verywelcome-01-08-2022/

Presentation: Are you bold, brave and innovative? How the new RCN Institute of Nursing Excellence will support you

Tuesday, 1st April – 13:45

Professor Dave Clark, Associate Director of Education, Royal College of Nursing

Dave worked in higher education for 24 years before moving to the RCN. He has worked at Cardiff University, the University of Leicester, and the University of West of England. He is a strategic leader and in his last role was Dean and Head of School. Dave was appointed as professor at the University of Leicester where he developed the universities first nursing programme, MSci Nursing with Leadership, which integrates leadership from day one of the programme. Dave has published and presented in the UK and internationally and he continues to be editorial board member of an international journal, NMC visitor and external examiner. He joined the RCN in 2022 as Head of the RCN Prince of Wales Nursing Cadet Scheme and was appointed as UK Associate Director for Education as part of the Institute of Nursing Excellence in 2024.

Dr Emily McWhirter, Associate Director – Leadership, Royal College of Nursing

Emily is a senior healthcare practitioner, with a PhD in nursing, a BSc(Hons) Midwifery and strategic healthcare management education at Harvard Business School, USA. She has worked in the National Health Service in the UK and the independent and charity sector for over 35 years. Having been a Director of Nursing for three and a half years, which included leading a hospital through the Covid-19 pandemic as the hospital director for infection prevention and control, Emily worked for the Chief Nurse at the World Health Organization in Geneva. She is the Associate Director for the Leadership Academy in the Institute of Nursing Excellence, at the Royal College of Nursing.

Presentation summary

The RCN Institute of Nursing Excellence will deliver evidence-based solutions to the issues facing the nursing profession and advocate for nursing in the UK and globally. We will improve nursing standards, drive outstanding nursing care, influence policy and provide high-quality, evidence-based education and knowledge to empower those in nursing at all stages of their career.

This conversation is an opportunity to help shape the RCN Institute of Nursing Excellence through the lens of education.

- What does the IoNE need to influence in the space of education?
- How can the IoNE strengthen and develop today's nursing leaders?
- How can the IoNE help shape the nursing leaders of the future.
- As members what do you think the IoNE needs to prioritise?

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Posters (Day 1)

Poster 1 | Opening doors to children with trauma experienced and care backgrounds to a career in the NHS

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 49

Mrs. Lorraine T McWilliams (NHS Scotland), Mrs. Lisa Campbell (NHS Lanarkshire), Ms. Becky Moran (NHS Lanarkshire)

Aim Of Paper

To introduce the audience to the work done with the virtual school in the health boards catchment area. How we developed the interactive days with the primary schools and the school exit information sessions and hospital visits for the secondary school children.

Abstract

As an anchor employer we are always looking for ways to reach out to the wider community to see how we can support them to becoming a member of the NHS family. The virtual school is an initiative which supports both care experiences and trauma experience children from a variety of age groups. They have very small classes and although the pupils are not in a conventional classroom they are learning good skills for their future careers. This is our second year being involved with the primary school children. Last year we offered a half day with the PEF team to come to one of the acute hospitals in our health board and use interactive activities to allow the children to see what different aspects of care we deliver. We utilised our resuscitation room to allow them access to some equipment and the opportunity to use said equipment. This year we have had four sessions for the children with excellent feedback from the teachers.

This year we are for the first time working with the secondary virtual school . The children will be in 3rd and 4th year and will have significant challenges around school and their attitude to attendance. We are arranging two different sessions for them, one half day in which we will ask a variety of services to come and discuss their roles and opportunities for the pupils.

Another session that will be arranged will be a regular visit to one of our satellite hospitals for older adults awaiting a package of care or nursing home funding. The pupils will be asked to arrange activities once per fortnight to keep the inpatients happy and contented. The school pupils will be given ownership for what activities they wish to support.

Delegate Learning Outcomes

To explore the impact of visits from the virtual school on their local NHS.

To introduce other routes to healthcare careers which do not require university level education.

To promote good work ethics in secondary school children who have become disengaged from school and have an interest in a career in the health service.

To improve the educational attainment of care experienced children and young people

Recommended Reading Titles

https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/virtual-school

https://www.gov.scot/publications/education-outcomes-for-looked-after-children-2021-22/documents/

Presenter biographies

Lorraine T McWilliams

I have been a nurse for 35 years and joined the practice development team as a practice education facilitator in 2018. One of my main passions has been that of Health Care Support Worker Development.

Over the last two years I have been asked to work on developing routes to care careers for the young workforce,

working with local schools and colleges. Healthcare is crying out to get the correct people with the correct skills and emotional intelligence to join the health care giving family.

As two of our three University Acute hospitals lie within areas of high deprivation and unemployment it is important to show children even from a young age that there is a place for them in healthcare from nursing, health care support workers, gardeners, estate workers, porters, hostess etc. that will be of interest to some children who are struggling or not engaging with school.

Poster 2 | Cultivating an Inclusive Culture in Nurse Education

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 96

Mrs. Susan Lee (NHS Blood and Transplant)

Aim Of Paper

The number of students that have diverse learning needs entering nurse education is increasing[1]. Providing equitable experiences for all learners irrespective of individual needs challenges educators as they seek to deliver an inclusive educational experience[2]. This paper aims to provide insight into how inclusive education has been improved in a non-formal education setting for adult nurse learners, as we embrace a workforce that is representative of the diversity in the communities we serve.

Abstract

The Professional Development Specialist (PDS) Team within Organ and Tissue Donation and Transplantation, NHSBT, are responsible for the education and professional development of approximately 300 specialist nurses across the United Kingdom.

To strive towards excellence in inclusivity, we reviewed the support and adjustments we offered as a team for our learners that identify as neurodiverse. Up to 10% of the population may be neurodiverse[3], therefore a significant proportion of our learners may be neurodivergent. Inclusive education can be defined as 'being proactive in identifying the barriers that many encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers'[4].

An evidence based inclusive education guide was created for our educators following a literature review that informed best practice and adjustments. Changes to practice included encouraging disclosure of any additional learning needs through our own communication using a recommended inclusivity statement, thus allowing bespoke supportive action plans. Dyslexia friendly font and colours within text and presentations, and availability of printed resources were also recommended. It was proposed lesson plans should show evidence of consideration of inclusivity in planning.

Following the integration of the guide into practice through dissemination and supportive education, a subsequent small scale research project was conducted a year later to determine whether the team of educators had fully adopted the guidance. If the guidance had not been implemented, the research aimed to determine barriers to its use and provide recommendations for improvement

Data collection methods included questionnaire, review of associated teaching documents such as lesson plans, and lesson observation. There are benefits in observation as a primary data collection method as it can identify the difference between what people say they do and what they do[5].

Delegate Learning Outcomes

The research indicated a strong awareness of the guidance and application of the principles in practice. Opportunities for development and future practice recommendations included clearer use of the inclusivity statement in pre course communications and verbally re-stating the inclusivity statement to empower those with undisclosed needs. Inconsistencies in the recommended dyslexia friendly font and templates within PowerPoint needed reducing.

Our actions have extended the teams knowledge of creating an inclusive learning environment. This enhances our ability to support neurodiverse learners, and allows the learning to be shared more broadly benefitting more educators and learners.

Recommended Reading Titles

1. Howlin, F. Halligan, P. O'Toole, S. (2014). "Development and Implementation of a Clinical Needs Assess-

ment to Support Nursing and Midwifery Students with a Disability in Clinical Practice: Part 1." *Nurse education in practice.* 14.5 pp557–564

2. Wray, J. (2018) "Learning Diversity in Nurse Education and Practice - Current Challenges, Contemporary Perspectives and Innovative Solutions." *Nurse education in practice* 28 pp1–2.

3. British Dyslexia Association (2024) https://www.bdadyslexia.org.uk/dyslexia

4. UNESCO (2009) *'Policy Guidelines on Inclusion in Education'.* United Nations Educational, Scientific and Cultural Organisation. Paris.

5. O'Leary, Z. (2017) *The essential guide to doing your research project.* 3rd Edition. SAGE Publications. London.

Presenter biographies

Susan Lee

I am a lead nurse for education and professional development, working within the field of organ and tissue donation and transplantation within NHS Blood and Transplant. My interests include inclusive education, quality assurance within education, and supporting neurodiverse learners. Within my team we design and deliver education for specialist nurses in organ donation and the inter disciplinary team that support donation using both synchronous and asynchronous learning environments and high-fidelity simulation.

RN (Adult) BMedSci, BA Hons SCPHN, MA Education and Leadership.

Poster 3 | Addressing the Gaps for Young People and Healthcare Professionals

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 133

Mrs. Lynsey Wilkinson (Maidstone and Tunbridge Wells NHS), Dr. Hermione Race (Maidstone and Tunbridge Wells NHS), Dr. Laura Halpin (Maidstone and Tunbridge Wells NHS), Ms. H Shelley (Maidstone and Tunbridge Wells NHS), Ms. Rachael Davies (Maidstone and Tunbridge Wells NHS), Ms. Katie Conway (Maidstone and Tunbridge Wells NHS), Prof. David Evans (University of Greenwich)

Aim Of Paper

This change management project aimed to enhance the knowledge, skills, and confidence of multiprofessionals in an acute paediatric setting, regarding the sexual health (SH) needs of young people (YP). Sexual ill-health affects all populations, with YP, people of minoritized ethnicities and the trans community showing higher needs than most other demographic groups (OHID, 2023). Young people have higher rates of sexual partner changes, resulting in the highest rates of sexually shared infections (UK Health Security Agency, 2024). Despite the importance of SH in holistic care, professionals often feel unprepared to address patients' sexual health needs (Verrastro et al., 2020).

Abstract

Education around the SH needs of YP is lacking in paediatric hospital settings for healthcare professionals. Blended simulation and teaching provides learners with an opportunity for safe experiential learning (Health Education England, 2020). Introducing Mentimeter as the platform for education allows for an interactive approach, enabling shared, and real time visible feedback. Using simulation, Mentimeter and SH as the subject contents in combination, exposed participants to a new way of learning in this paediatric setting.

A study day incorporating teaching and simulation was conducted. Mentimeter was used to provide both the evaluations and education. Simulation debriefs offered valuable feedback and included a resource sheet to support future practice.

Professionals noted a significant gap in education regarding YP and SH in paediatric hospital settings. Despite 76% of participants feeling they should be able to have effective communication with YP about their SH 94% of participants felt either unconfident or somewhat confident having these conversations.

Through debriefs and feedback, it became apparent that multicultural linguistic diversity can present challenges within healthcare settings. The need for increased knowledge around the language used in this topic was judged to be highly beneficial in reducing potential patient / carer discordance. Simulated practice and education proved beneficial in supporting the learner within a safe environment.

This change management project enhanced participants' knowledge, skills, and confidence. Debriefs emphasised the importance of multicultural communication. All participants recorded increased knowledge, skills and confidence but also recognised the need to increase, develop and implement further learning around this subject to cover the diversity seen within both YP and the multiprofessional work force.

Despite the study day's quality improvement, there remains a demand for further education on this topic among the multicultural cohort populations. These findings are supported by literature advocating ongoing training and diverse presentation approaches.

Delegate Learning Outcomes

To provide a simulated learning experience, to paediatric healthcare professionals (HCPs) which informs and increases their current levels of knowledge.

Establish current levels of knowledge, skills and confidence of HCPs working with YP around SH.

Provide both simulated and micro-teaching to support HCPs working with YP and SH matters.

Provide HCPs with resources to improve existing knowledge, skills and confidence.

Identify the gaps in regards to multiprofessional working, minority cohorts, patient care and future learning opportunities.

Recommended Reading Titles

NA

Presenter biographies

Lynsey Wilkinson

Lynsey is a newly qualified Paediatric Advanced Clinical Practitioner with an MSc in Advanced Clinical Practice. A registered children's nurse for the past 10 years, working for Maidstone and Tunbridge Wells NHS Trust. Developing through education is important to her and has been demonstrated throughout practice. She is also a keen member of the Trusts simulation faculty.

As part of her Masters she identified gaps in learning opportunities for healthcare professionals, around the subject of Sexual Health and Young People. She then went on to develop a well-received study day using simulated educational opportunities alongside microteaching.

Beside her passion for developing education, and simulation, aimed at improving holistic care delivery to her patients, Lynsey loves travelling to countries far and wide, with her family, enjoying life and seeing the world in all its glory. Shortly after submitting this she will be exploring the Rockies with her adult sized son.

Poster 4 | Neurodiversity in nursing and midwifery education

Mrs. Joanne Blair (Queens University Belfast), Mrs. Susie Wilkie (Queens University Belfast), Ms. Felicity Kalu (Queens University Belfast)

Aim Of Paper

We recognise the specific strengths associated within neurodiversity however we also acknowledge the differences in processing that potentially create a barrier to accessing education. ND@QUB is a support group to help neurodiverse students and staff thrive. We aim to encourage each member of the group to embrace their unique strengths and abilities and develop strategies to manage challenges. We want to empower our students to take ownership of their learning journey and through this to support them to excel in their studies and future practice.

Abstract

There is a growing body of evidence to suggest that the number of neurodiverse students in nurse and midwifery education is growing and we have seen this ourselves within the School of Nursing and Midwifery in Queens University Belfast. This presents a unique challenge for staff and students as we navigate the demands of balancing reasonable adjustments alongside the need for professional competency. The ND@QUB group has been established to address this challenge. This group is a support group for neurodiverse students and staff which offers a strengths based and collaborative approach to empowering each individual to embrace their unique abilities and excel in their studies and beyond into practice. Activities involving specially tailored workshops, drop in clinics and social events have been established within this school offering a safe space and supportive network for any student who feels they are neurodiverse. A platform on the school's student hub has ensured a useful means of sharing information with interested students.

Delegate Learning Outcomes

1) Recognition that neurodiversity is becoming increasing common among student nurses and midwives.
2) Understanding that neurodiverse students can enrich the learning environment adding a different perspective, unique insight, and problem solving abilities.
3) Strategies can be put in place to offer scaffolded support for neurodiverse student nurses and midwives.
4) Training in neurodiversity can enhance the education environment both for staff and for students.

Recommended Reading Titles

Hedlund A. (2023) Autistic Nurse: Do they exist? *British Journal of Nursing 32 (4) 210-214*

Major R. & Tetley J. (2010) Effects of Dyslexia on Registered Nurses in Practice Nurse Education in Practice 35, 7-13

Moore A. (2021) Diversity in nursing: why it's time to think neurodiversity. *Nursing Standard 36 (1) 67-69*

Royal College of Midwives *(2024)* Neurodivergence Acceptance Toolkit. Royal College of Midwives

Royal College of Nursing (2022) Neurodiversity Pocket Guide. Royal College of Nursing

White J.F. (2024) Neurodiversity & nursing: Reflection of a final year general nursing student. *Nurse Education Today* https://doi.org/10.1016/j.nedt.2024.106318

Presenter biographies

Joanne Blair

Joanne Blair, Lecturer (Education), School of Nursing & Midwifery, Queen's University Belfast, Northern Ireland: MSc in Advanced Nursing, Postgraduate Certificate in Working with People who Challenge, BSc (Hons) Specialist

Practice in Nursing, Dip in Community Nursing, RNLD, CNLD.

Joanne is a Registered Learning Disability Nurse and lecturer (Education) in Queens University Belfast. Prior to taking up her appointment within nurse education, Joanne worked in the community as a senior nurse, as part of a multidisciplinary team caring for adults with learning disabilities and a range of complex physical and mental health needs. At present Joanne is Year lead for first year students undertaking the pre-registration nursing programme and is involved in teaching undergraduate and postgraduate students.

Poster 5 | Providing specific pastoral support to Nursing Associate Apprentice students for a nurturing learning environment, improved practice confidence and reduced attrition

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 79

Mrs. Michelle Richardson (University Hospitals of Leicester)

Aim Of Paper

To identify how a specific and personalised approach to pastoral care for Student Nursing Associates will provide specific, student-centred support.

To demonstrate how the introduction of a lead role in supporting student wellbeing intends to reduce attrition, improve student wellbeing, and prepare them for future career and study, by proactively addressing their mental health, wellbeing and learning difference needs.

To reflect on how the Mental Health, Wellbeing and Learning Difference Lead role improves the student experience for individuals with learning differences and concerns over their well-being.

Abstract

It has been established, through student engagement activities, that there is a lack of uptake of the support available for students with learning differences and well-being concerns, particularly related to mental well-being. Reasons given by students related to accessibility of resources and shift work of apprentices. A significant percentage of students (Give numbers) enter the programme with an identified learning difference and additional students are identified during the programme who may not have had any prior understanding of how a learning difference may have impacted their previous education. The newly developed role of the Mental Health, Wellbeing and Learning Difference Lead acknowledges the unique challenges faced by apprenticeship students who have multiple demands on their time and aims to ensure that all students are supported and encouraged to acknowledge the help they might need to be successful in their study and to make use of the resources available. The Mental Health, Wellbeing and Learning Difference Lead acts as an expert within the programme team to ensure that academic staff can apply best practice to taught theory in ensuring a breadth of teaching styles are adopted, appropriate resources are available and reasonable adjustments are understood and utilised within the classroom. The role also focuses on supporting individuals with concerns around their mental health and general well-being, a dedicated quiet space has been created for 1:1 meetings with students. Students can be signposted to additional support and referred to specific services such as safeguarding and counselling services ensuring that support can be continued within their employment as well as whilst they are on the programme. This role will continue to be evaluated to ensure that it continues to meet the needs of students and practice managers. Attrition will be monitored to explore the impact of the role on retention and successful completion.

Delegate Learning Outcomes

To understand the value of implementing support for individuals with an identified learning difference.

To understand the importance of identifying learners early in the program and providing support throughout the learning journey.

To gain insight into the importance of responding to mental health and wellbeing needs early to ensure access to support and reduce the need for sick leave and unexplained absence.

To develop an awareness of the need to cater this support for both academic and practice needs.

Recommended Reading Titles

Crane, J. Abbott, ML (2021) Mind the gap: The relationship between liminality, learning and leaving in pre-registration nurse education. Nursing Education in Practice 50 (2021) 102952

NHS England (2023) Safe Learning Environment Charter - What good looks like. Available at https://www.england.nhs.uk/long-read/safe-learning-environment-charter/ accessed 18.10.24

Presenter biographies

Michelle Richardson

Michelle Richardson is a Registered Mental Health Nurse, with clinical and educational experience across mental health, learning disability and physical health settings. She has been teaching FdSci Nursing Associate in Leicester since 2017, taking up the Module Leader role in 2019. Following completing MMedSci in Medical Education in 2023, Michelle has focused on the specific learning needs of Student Nursing associate's with identified or pre diagnosed learning differences, mental health and wellbeing needs.

Poster 6 | Drama-based Education and Student Nurses' Mental Health: A Systematic Review

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 97

Ms. Cuihong Xie _(University of Exeter), Prof. Richard G. Kyle (University of Exeter), Dr. Marie Clancy (University of Exeter), Dr. Enrico de Luca (University of Birmingham)_

Aim Of Paper

This paper aims to share findings from a systematic review exploring the mental health and well-being effects of drama-based education for nursing students and healthcare professionals. Facilitators of these effects are identified through synthesis of study findings and explanations of the pathways through which these effects are realised are discussed. Recommendations based on these findings for integration of drama-based education are proposed.

Abstract

Drama-based education can improve learners' mental health. However, drama-based education in nursing education and practice has primarily aimed to improve clinical competence; its potential effects on mental health of participants are unknown. To achieve this aim, the systematic review included peer-reviewed journal articles on drama for nursing students and healthcare professionals published in English between 2013 and 2023 (PROSPERO: CRD42024504082). Terms related to 'nursing' and 'drama/theatre' were searched in 12 databases. Primary data extraction included the first author, the publication year, mental health effects, and facilitators of effects. This review identified 31 articles, where 19 articles reported 15 different drama projects designed for students and professionals in nursing and midwifery. All included drama projects primarily aimed at improving clinical competence rather than focusing on well-being effects. Synthesis of study findings found five effects on well-being through drama-based education: (1) feeling positive emotions (i.e., fun and happiness); (2) developing autonomy to further learn nursing, (3) making positive meanings on acknowledging self, and nursing care, (4) building positive relationships with peers, and (5) promoting resilience and coping abilities on vulnerability, especially to challenge and prevent clinical adverse (i.e., interpersonal conflicts, bullying and racism). 15 articles identified three facilitators of well-being. First, drama could provide an authentic environment, which is safe and supportive, and where participants are unafraid of any clinical mistakes. Second, drama could present direct relationships between their care performance and health outcomes, leading to their autonomy and acknowledging on nursing learning and care. Finally, they could master and employ knowledge about wellbeing with behavioural performance, such as building positive relationships and preventing adverse situations. To conclude, this review found wellbeing enhancement as an additional but often unanticipated effect of drama-based education.

Delegate Learning Outcomes

Drama-based education in nursing education could improve student nurses' well-being. For this benefit, there are four recommendations for practices:

- To enhance student well-being, drama activities should be designed with authenticity referenced the real healthcare environment that provides a safe and supportive learning environment.
- To facilitate their autonomy, the drama design should include the space for their performance with clinical reflections and discussions.
- To aid future clinical practice, drama supports enhancing knowledge about building positive relationships and preventing adverse situations.

- To invoke positive meanings between nursing behaviours and patient experiences and outcomes, drama should enable behavioural performance of clinical knowledge.

Recommended Reading Titles

1. Lee BK, Patall EA, Cawthon SW, Steingut RR. The Effect of Drama-Based Pedagogy on PreK–16 Outcomes. http://dx.doi.org/103102/0034654314540477. Published online March 1, 2015. doi:10.3102/0034654314540477

2. Guzmán A, Wenborn J, Ledgerd R, Orrell M. Evaluation of a Staff Training Programme using Positive Psychology coaching with film and theatre elements in care homes: views and attitudes of residents, staff and relatives. Int J Older People Nurs. 2017;12(1):e12126. doi:10.1111/opn.12126

3. Guzmán A, Wenborn J, Swinson T, Orrell M. Evaluation of the 'Ladder to the Moon, Culture Change Studio Engagement Programme' staff training: Two quasi□experimental case studies. Int J Older People Nurs. 2017;12(3):e12147. doi:10.1111/opn.1214711.

Presenter biographies

Cuihong Xie

Cuihong Xie received a B.Sc. degree from Guangdong Polytechnic Normal University, China, in 2020, and a M.Sc. degree from University of Exeter, UK, in 2022. She is currently a Ph.D student with the Academy of Nursing, University of Exeter, UK. Prior to joining in the Academy of Nursing, University of Exeter, she was a research assistant with Department of Psychology, Southwest University, China. She also was a teacher using drama in education for mental health in China.

Cuihong Xie's main research interests are in the areas of health and social care profession education (especially nursing education), mental health, drama in education, evidence-based, and relevant applications in educational and clinical practices.

Poster 7 | The Collaborative Learning in Practice supervision model for pre-registration student nurses in an acute care setting: a pilot study.

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 134

Ms. Grace Greenwood (University of York), Ms. Rebecca Nisbet (University of York)

Aim Of Paper

The aim of this paper is to present the findings of a pilot study exploring the implementation of the Collaborative Learning in Practice supervision model (CLiP®) for pre-registration student nurses in an acute care setting. It will examine the process of integrating CLiP®, the challenges encountered, and the benefits observed in enhancing student nurse supervision and experience. The paper will evaluate whether CLiP® improves the quality of supervision in the clinical learning environment, increases student confidence and competence, and underpins a nurturing approach to coaching professional development in students.

Abstract

Introduction: The NHS Long-term Workforce Plan aims to increase adult nursing training places by 92% by 2031/32 (NHS England, 2023), which will require a significant expansion in placement capacity. With the current supervision approaches of 1 student to each practice supervisor/assessor per shift, placement capacity can be limited by availability of supervisors and willingness to supervise.

Initially introduced in the UK by Lobo et al. (2021), the CLiP® offers a potential solution to enhance the student experience and increase placement capacity. The CLiP® provides an alternative approach to practice education, utilising a 3:1 student-to-registrant facilitator ratio, which we piloted in an acute care setting. The study included one supernumerary educator using coaching methodologies to oversee three students from stages 1, 2, and 3.

Results: Three students co-designed and participated in this pilot alongside a supernumerary facilitator. All students reported an improvement in the quality of supervision. The student in Stage 3, in particular, was able to develop leadership skills by supporting the CLiP® team - an opportunity less frequently available in traditional supervision models. Students were encouraged to reflect on their experience and expressed that maintaining a supernumerary status proved challenging, stating they were still perceived as "extra hands" that could be reassigned away from their CLiP® team. Despite this, all participants agreed that CLiP® enhanced the quality of supervision and increased learning opportunities.

Limitations: The students selected for the pilot may not represent the broader population of pre-registration students, and the small sample size limits generalisability. Additionally, the study was conducted in a setting with a Clinical Teaching Fellow who was well-positioned to facilitate CLiP® - a role not commonly available nationwide in nursing.

Recommendations: We recommend expanding CLiP® to further acute practice areas willing to participate and deconstruct barriers to its broader implementation.

Delegate Learning Outcomes

1. Understand the key principles of the Collaborative Learning in Practice model (CLiP®) for student nurse supervision in the clinical learning environment.
2. Identify the challenges and strategies involved in implementing the CLiP® model within an acute care setting.
3. Evaluate the impact of the CLiP® on student nurse confidence, competence, and preparedness for professional practice.

4. Recognise the significance of the 'coaching' skill in both contributing to qualifying practice supervisor ready, and reinforcing a nurturing clinical learning environment for the nursing workforce.

Recommended Reading Titles

NHS England (2023). NHS Long Term Workforce Plan. Available at: https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.21.pdf

Lobo, C., Paul, R. and Crozier, K. (2021). Collaborative Learning in Practice: Coaching to Support Student Learners in Healthcare. Oxford: Wiley.

Williamson, G.R. et al. (2020). 'Collaborative learning in practice: A systematic review and narrative synthesis of the research evidence in Nurse Education', Nurse Education in Practice, 43, 102706. Available at: doi:10.1016/j.nepr.2020.102706.

Presenter biographies

Grace Greenwood

Grace's career in healthcare started in 2015, one of her proudest moments so far was enduring the uncertainty of practicing as an Aspirant Nurse during Covid-19. Her clinical background is in acute medicine and emergency nursing locally at York Hospital.

She stepped into higher education with a dual role: Clinical Teaching Fellow - acting as a conduit between the University of York and York & Scarborough NHSFT. This involved working with key stakeholders to ensure students were prepared for and supported with learning opportunities in practice, and mentoring newly qualified nurses. Next she became a full-time Lecturer in Nursing.

Rebecca Nisbet

Becky is a stage 3 student nurse at the University of York. Becky graduated from the University of Edinburgh in 2022 with a Diploma of Higher Education in Mathematical Physics. Becky has completed an NIHR research internship working on a project in prevalence of chronic kidney disease in severe mental illness. Her current interests include student experience, practice education, and neurodiversity in student healthcare professionals, in which she is currently undertaking a research project.

Becky is due to take up a post as a Critical Care Staff Nurse in September 2024.

Poster 8 | Empower and Enhance: Improving student feedback and evaluations of practice learning in one region

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 144

Ms. Jodie Roberts (Edge Hill University), Ms. Katie Edwards (Liverpool John Moores University), Mrs. Beccy Hewins (University of Chester)

Aim Of Paper

- Improve the quality of professional constructive feedback

- Improve the value of student voice in practice learning environments
- Embed a feedback loop between students, Higher Education Institutions and practice partners to quality assure practice learning environments
- Share good practice across practice learning environments
- Streamline and standardise processes for evaluations of practice learning across the region
- Improve completion rates of evaluations of practice learning

Abstract

Evaluation of practice learning is important as part of an open learning culture. There is an expectation that: "students have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice (NMC 2023:12).

Many Higher Education Institutions have mechanisms for students to provide feedback on their practice experiences. In one region of the UK, only 27% of Nursing and 16% of Midwifery students provided an evaluation. This paper reports on a regional project to create a standardised process to encourage more students to complete an evaluation of their practice experiences and provide resources to support professional constructive feedback from students and learners.

This presentation will describe the package of resources that were developed in response to this issue, including a digitalised framework which has been launched regionally, and the approach taken across the region which subsequently increased the rate of return of evaluations to 43% for Nursing and 22% for Midwifery. The team will also discuss the ongoing work to further increase the number of evaluations, and the way in which the quality of the feedback is developing to improve the feedback loop to practice partners across a shared practice learning circuit, empowering student voice in practice learning environments and ensuring students feel their feedback is valued and actioned.

This presentation will award insight into how the project has contributed towards the quality assurance of practice learning environments. This includes how good practice can be shared to enhance learning opportunities for students and maximise the support of assessors and supervisors in practice. Additionally, this presentation will explore a better understanding of the collaboration across Higher Education Institutions and practice partners to empower professional constructive feedback to practice partners from students in the practice learning environments.

Delegate Learning Outcomes

1. Understand the Importance of Evaluation: Recognise the critical role of student feedback as emphasised by the NMC 2023 guidelines.
2. Explore Standardized Feedback Processes: Gain insight into the regional project aimed at standardising evaluation processes for healthcare students, including the strategies employed to increase participation rates.

3. Assess the Impact of Digital Tools: Learn about the digitalised framework and resources developed to facilitate student evaluations.
4. Identify Best Practices: Identify successful strategies and best practices for encouraging student evaluations
5. Empower Student Voice: Understand the importance of empowering student voices in practice learning environments ensuring feedback is valued and acted upon.

Recommended Reading Titles
NMC Standards for Education and Training
Standards for education and training - The Nursing and Midwifery Council (nmc.org.uk)

Presenter biographies
Jodie Roberts
Jodie is a Registered Children's Nurse with a background in Oncology and Haematology. She has been a Lecturer in Practice Learning since January 2022. She is passionate about student voice and experience within professional programmes. Jodie is the Schwartz Lead for Edge Hill University and implemented rounds within professional education. Jodie is also the chair for the Cheshire and Merseyside PARE Evaluations Working Group, focusing on quality assurance of practice learning environments for pre-registration student and learners.

Katie Edwards
Katie is a registered adult nurse with many years nursing experience, working in various settings such as acute cardiac surgery, community, and oncology. Katie's interest in practice education and teaching as well as enhanced student experience has led her into her current role as Senior Lecturer in Practice Learning for Liverpool John Moores University. She has worked collaboratively with other universities, as part of the evaluations working group and has contributed to the production of the framework. Katie is looking forward to the launch of the framework and continuing to work on the increase of completion and quality of evaluations across the university.

Beccy Hewins
Beccy has worked at the University of Chester since 2018 as a Senior Lecturer in Practice Learning (LPL). Beccy is a Registered Adult Nurse and registered teacher with the Nursing and Midwifery Council (NMC). Beccy has been nursing for over 25 years. Beccy is a fellow of the Higher Education Academy and a member of the Royal College of Nursing. Beccy worked as a Practice Education Facilitator (PEF) at a large oncology centre for 16 years and has always had a passion for supporting students. The LPL role enables Beccy to work collaboratively with clinical practice partners and support pre-registration nurses and trainee nursing associates in practice and to support improvements to the practice placement quality experience.
Beccy supports and teaches across all levels of the pre-registration nursing programme. . Beccy is deputy chair of the Cheshire and Merseyside Evaluation Framework working group.

Poster 9 | Nurturing the next generation of nurses and midwives through the development of Belongingness and Professional Identity using a STEPP approach: An innovative curriculum framework to enhance pre-registration education.

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 160

Ms. Anne-Marie Borneuf (Manchester Metropolitan University), Mrs. Caroline Williams (Greater Manchester Nursing Midwifery and AHP (NMAHP) Workforce Office)

Aim Of Paper

To present a digital resource that has been developed for undergraduate pre-registration students enrolled on Nursing and Midwifery registered programmes within a UK Health and Care Workforce System. The Succeed, Transition, Education Professional Practice into Registered Practice (STEPP) framework is an innovative curriculum framework that aims to bring together the art and science of healthcare, with the intention of students forming a professional identity upon programme entry. STEPP will support educators, managers, the future workforce and leaders to spot and nurture leadership talent by providing feedback within the practice arena thus promoting praxis and supporting student experience and retention.

Abstract

RePAIR (Reducing Pre- Registration Attrition and Improving Retention) (2018) indicated that second year students were specifically at risk of leaving their programme of study however evidence now suggests that the risk of attrition is greater from the outset in year one (Nuffield 2023) suggesting that further effort is needed to develop retention strategies**.**

Several stakeholder engagement sessions in 2022 with final year Nursing and Allied Health Professional (NMAHP) students and newly qualified registered professionals discussed concurrent university and practice learning experiences. Participants fedback that belonging was important to them and if absent would impact on their transition to their registered professional status, not feeling valued and not being provided with recognition of their contribution to the workforce. Learners indicated further that they would benefit from acquiring the skills associated with Preceptorship much earlier within their professional journey in order to feel more prepared at the point of registration. It is anticipated that using the STEPP framework, will empower students to develop confidence and professional identity ultimately encouraging a reduction in attrition from healthcare programmes. The framework does not negate the need for Preceptorship but sets some early foundations for the emerging registered professional to commence their transition at the onset of the programme of study.

The STEPP framework is targeted at attracting, developing, retaining, transitioning healthcare students whilst enhancing their educational and pre-registration professional experience, improving quality by encouraging all students to 'Get in! Get on and Go Further'. This presentation outlines the development of the digital resource, via a multi-professional stakeholder group and subsequent steps taken to embed this into curricular across all nursing, midwifery and allied health professional programmes within all higher education institutions in one region of Northwest of England. The resource is yet to be evaluated and stakeholder evaluations are scheduled for2025/2026 academic year.

Delegate Learning Outcomes

- Understand importance of belonginess to Pre-registration learners and the impact of it being absent on the student journey towards registered practice.
- To gain further understanding as to why learners leave healthcare programmes at different points.
- Understand the reasons why learners don't feel valued.

- Understand what actions are needed to facilitate belonging.
- Be introduced to the digital resource.
- Understand the link to Preceptorship.
- Learn how AEIs and Practice areas can work closer to ensure learners feel they belong

Recommended Reading Titles

Health Education England (2018) RePAIR. Reducing Pre-Registration Attrition and Improving Retention Report. Available at: healtheducationengland.sharepoint.com/Comms/Digital/Shared Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared Documents%2Fhee%2Enhs%2Euk documents%2FWebsite files%2FRePAIR 2018%2FRePAIR Report 2018_FINAL%2Epdf&parent=%2FComms%2FDigital%2FShared Documents%2Fhee%2Enhs%2Euk documents%2FWebsite files%2FRePAIR 2018&p=true&ga=1 [Accessed August 2024].

NHS England (2023) Long term Workforce Plan. Available at: https://www.england.nhs.uk/publication/nhs-long-term-workforce-plan/ [Accessed August 2024].
Nuffield Trust (2023) Waste not, want not. Strategies to improve supply of clinical staff to the NHS. London Nuffield Trust

Presenter biographies
Anne-Marie Borneuf
Anne Marie has spent 25 years teaching student nurses at Manchester Metropolitan University, specialising in Practice Based Learning and Simulation Based Education. She has successfully embedded Simulated Practice Learning for Foundation, Degree and Master's level pre-registration nursing students, using mixed modality technologies and simulation pedagogy into Undergraduate and Post Graduate nursing curricula. She has also developed a digital resource, in collaboration with practice learning partners and stakeholder groups, using an innovative curriculum framework to support recruitment and retention amongst healthcare students and ultimately help them to form their professional identities so that they 'Get In! Get on and Go Further.'.

Poster 10 | Team Based Learning (TBL) in nursing education and its applicability to nursing practice

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 177

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 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

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 positive 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.

Delegate 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

Branney, J. and Priego-Hernández, J., 2018. A mixed methods evaluation of team-based learning for applied pathophysiology in undergraduate nursing education. *Nurse education today,* [e-journal] 61, pp.127-133. 10.1016/j.nedt.2017.11.014.

Michaelsen, L.K., Knight, A.B. and Fink, L.D., 2023. *Team-based learning: A transformative use of small groups in college teaching.* . 2nd eds Taylor & Francis.

Michaelsen, L.K., Parmelee, D.X., Levine, R.E. and McMahon, K.K. 2nd eds., 2023. *Team-based learning for health professions education: A guide to using small groups for improving learning.* Taylor & Francis.

Presenter biographies

Anice Kavathekar

My name is Anice Kavathekar, and I am a senior lecturer and Course lead for children's nursing programmes 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 last 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.

Poster 11 | Data-Driven Innovation: Uncovering Solutions for Sustaining and Developing the Nursing Workforce

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 27

Dr. Bonny Kehm (Columbia Southern University), Mrs. Lori Scheidt (Missouri State Board of Nursing and National Council of State Boards of Nursing)

Aim Of Paper

This presentation aims to sustain and develop the nursing workforce by addressing the global nursing shortage through comprehensive workforce data collection and innovative strategies. By analyzing data from a Nurses database system, which captured detailed information on over 97% of licensed nurses in the U.S., stakeholders can identify trends and implement targeted policies. Additionally, using nursing workforce data can help secure grants to support nursing education programs that help reduce barriers to enrollment, as evidenced by a 69% reduction in applicants turned away since 2011. This approach focuses on sustaining and developing the nursing workforce through inclusive education and practice.

Abstract

The global nursing shortage is a pressing challenge that requires the collective effort of all stakeholders in healthcare. To address this issue, a creative approach is needed—one that leverages nursing workforce data and innovation to develop sustainable solutions. This presentation outlines how comprehensive data collection and targeted strategies can help address the nursing shortage, aligning with the conference theme, "Advancing the Nursing Workforce through Inclusive Education and Practice." Regulatory bodies, such as boards of nursing in the United States, play a crucial role in gathering accurate workforce data. A United States Board of Nursing, using the Nursys® e-Notify system, exemplifies effective workforce data collection, capturing detailed information on over 97% of licensed nurses. This data includes demographics, employment status, and factors influencing unemployment, which are critical for shaping policies that improve recruitment, retention, and staff well-being. By analyzing this data, stakeholders can identify trends and barriers, such as work-life balance issues that prevent nurses from remaining in the workforce. Additionally, innovative solutions like securing grants to support nursing education programs are essential. These grants help address barriers to enrollment, including faculty shortages and limited clinical placements, thereby reducing the number of qualified applicants turned away from nursing programs. Since 2011, collaborative efforts in one area of the United States have resulted in a 69% reduction in the number of applicants turned away from nursing programs. This success highlights the power of data-driven strategies in addressing the nursing shortage which helps to sustain and develop the workforce. Addressing the nursing shortage requires a multifaceted approach involving data, innovation, and collaboration. By focusing on workforce data and inclusive strategies, we can advance the nursing workforce, ensuring a resilient healthcare system for the future.

Delegate Learning Outcomes

1. Discuss nursing workforce data to identify trends for sustaining, developing, and improving recruitment and retention within the nursing workforce.
2. Describe innovative solutions to address the nursing shortage, focusing on a more resilient and diverse healthcare system.
3. Explain the impact of collaborative efforts on reducing nursing program applicant turnaways, citing a 69% reduction case study.

Recommended Reading Titles

Not Applicable.

Presenter biographies

Bonny Kehm

Bonny Kehm, PhD, RN, CNE, is Dean of the College of Nursing and Health Sciences at Columbia Southern University. With extensive experience in nursing and higher education, she has held leadership roles at the state and national levels. Appointed to the Missouri State Board of Nursing in 2017, she served as board president and contributed to the Nursing Education Committee. Dr. Kehm has received multiple awards, including the International Quality Research Award, and is a Certified Nurse Educator through the National League for Nursing.

Lori Scheidt, MBA-HCM, is Executive Director of the Missouri State Board of Nursing. She has chaired the NCSBN Fraud Detection Committee, served on the Member Board Agreement Review Committee, and was Vice-Chair of the Nurse Licensure Compact Administrators Executive Committee. Lori has also been actively involved with the Enhanced Nurse Licensure Compact, including roles on the Legislative Strategy Team and Model Rules and Implementation Work Group.

Poster 12 | Improving student engagement and experience through implementation of peer-to-peer (PTP) learning groups

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 38

Ms. Samantha Metcalfe (University of South Wales)

Aim Of Paper

This study, and subsequent poster, aimed to implement and evaluate peer-to-peer learning groups within study days on a part-time Level 4 healthcare support worker course. This initiative seeks to enhance student engagement, improve their experience, deepen their understanding of course material, and foster a supportive learning community among healthcare professionals. By facilitating structured, student-led group discussions and collaborative problem-solving sessions, the project aims to improve knowledge retention, practical application of theory, and communication skills, while also addressing the unique challenges faced by part-time learners in balancing work, study, and personal commitments.

Abstract

In response to the growing need for innovative educational strategies in healthcare training, this project explores the implementation of peer-to-peer learning groups within study days on a part-time Level 4 course for healthcare support workers. Peer-to-peer learning, a collaborative educational approach where students engage in teaching and learning from each other, has been shown to enhance knowledge retention, critical thinking, and professional skills.

This initiative was introduced to address the challenges faced by part-time students, who often juggle work, study, and personal commitments. By integrating structured peer-to-peer learning groups into study days, we aimed to foster a supportive learning environment that encourages active participation, deepens understanding of course material, strengthens professional networks among healthcare practitioners, and improves the student's experience.

The pilot implementation involved the formation of small, diverse groups of students who met during study days to discuss key topics, share experiences, and solve problems collaboratively. These sessions were facilitated by educators but led by the students themselves, promoting autonomy and leadership.

Preliminary outcomes indicate that students who participated in peer-to-peer learning groups demonstrated increased engagement and enjoyment, improved confidence in applying theoretical knowledge to practical scenarios, better information retention, and enhanced communication skills. Additionally, feedback from participants highlighted the value of peer learning in building a sense of community and reducing the isolation often experienced by part-time learners.

This abstract presents the design, implementation, and evaluation of the peer-to-peer learning group initiative, with a focus on the lessons learned and recommendations for scaling the approach across similar healthcare courses. The findings suggest that peer-to-peer learning is a viable and effective strategy for enhancing educational outcomes in part-time healthcare education, offering a model that can be adapted and applied in various contexts.

Delegate Learning Outcomes

By implementing peer-to-peer learning groups within study days on a part-time Level 4 healthcare support worker course, students will:

1. Develop enhanced critical thinking and problem-solving skills through collaborative discussions and peer-led activities.

2. Increase confidence in applying theoretical knowledge to real-world healthcare scenarios.
3. Strengthen communication and teamwork abilities, which are essential for professional practice.
4. Build a supportive learning network, reducing feelings of isolation often experienced by part-time students.
5. Improve overall engagement and retention of course material, leading to better academic performance and professional preparedness

Recommended Reading Titles

1. **Boud, D., Cohen, R., & Sampson, J. (2014).** *Peer Learning in Higher Education: Learning from and with Each Other.* Routledge.
2. **Goldsmith, M., Stewart, L., & Ferguson, L. (2006).** *Peer Learning Partnership: An Innovative Strategy to Enhance Skill Acquisition in Nursing Students. Nurse Education Today,* 26(2), 123-130.
3. **Secomb, J. (2008).** *A Systematic Review of Peer Teaching and Learning in Clinical Education. Journal of Clinical Nursing,* 17(6), 703-716.
4. **Vygotsky, L. S. (1978).** *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press.

Presenter biographies

Samantha Metcalfe

Sam Metcalfe is an experienced specialist nurse and nursing lecturer with a passion for enhancing educational outcomes through innovative teaching methods. With 12 years of experience in the nursing and education sector, Sam has worked in various clinical and academic settings, specializing in palliative care. She currently holds a nursing lecturer position at The University of South Wales (USW), where she focuses on developing and implementing curriculum strategies that promote active learning, professional development, and a positive experience for students.

Sam holds a BN in Nursing from Cardiff University, an MSc in Professional Practice and a PgCLTHE from USW, and is dedicated to fostering collaborative learning environments. She has recently led a project to integrate peer-to-peer learning groups within part-time Level 4 healthcare courses, which significantly improved student engagement and learning outcomes. Sam's work is driven by a commitment to improving healthcare education and preparing the next generation of nurses.

Poster 13 | Developing the nursing workforce: Early Careers - Preceptorship & Beyond

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 53

Mrs. Rae Ellison (Hywel Dda University Health Board), Mrs. Cari-Anne Mulholland (Hywel Dda University Health Board)

Aim Of Paper

A quality preceptorship programme helps new professionals to feel more confident in their role and can positively impact staff wellbeing.

We aim to discuss how the continuous development of our preceptorship programme ensures current standards, and needs of our staff, are met. The transition from student to Nursing Midwifery Council (NMC) registrant can be challenging and impact nursing development, recruitment, and retention.

Our mandatory programme supports staff over 3 years and is delivered twice yearly. The initial 12 months incorporates in-person, MS-Teams and eLearning sessions, it combines field specific clinical skills with topic experts and is underpinned by Clinical supervision.

Abstract

Preceptorship programmes are typically 12 months or less. Our programme supports the registrant during their first three years post registration to meet their professional NMC obligations and prepare them for their first revalidation.

With the focus on retaining staff and supporting ongoing professional development, we provide field specific clinical skills and underpinning knowledge in the first year. Year two continues to be underpinned by CS and facilitates access to leadership master classes. The third year progresses to support the development of autonomy, people management skills, and career development.

The preceptorship programme is constantly shaped by the rapid development of nursing. Although initially designed to support new nurses, numerous staff transitioning from student to registrant require a robust learning and development programme. It has evolved to include internationally educated nurses (IEN), Midwifery and SCPHN, as well as allied health professionals.

Since the inclusion of IEN's, the preceptorship programme now incorporates discharge planning due to cultural differences noticed between UK and international nursing. Further changes will ensue with the introduction of the RNA's role in Wales, ensuring appropriate post-registration support and training is provided in accordance with standards set by the CNO for Wales, the NMC and Welsh government.

Owing to increasing numbers of attendees, combined with staff workload, the delivery of the mandated offer of 4 x 1.5-hour clinical supervision sessions yearly has become challenging. To address this, we are providing additional staff training in clinical supervision to increase numbers of clinical supervisors and to enhance staff confidence.

We recognise the correlation between a robust preceptorship programme and positive impacts regarding recruitment, retention, and progression, which are contemporary issues encountered nationally. The programme is quality assured, adhering to the NMC preceptorship principles, and the standards and principles as set out by the Chief Nursing Officer (CNO) for Wales in March 2024.

Delegate Learning Outcomes

A positive preceptorship experience enables new registrants to transition from student to confident and competent registrant, with a framework of clinical supervision that continues throughout their careers.

We shall continually improve, adapt, and evolve the programme to meet the contemporary needs of the professions, with the aim of promoting improved satisfaction, retention and recruitment.

Our preceptorship programme continues to have a positive impact on nursing education and practice. 96% of attendees gave the programme a rating of 4 or 5 out of 5, stating the sessions are informative, valuable, and beneficial for personal and professional development and growth.

Recommended Reading Titles

- NMC Principles of Preceptorship - Principles of preceptorship - The Nursing and Midwifery Council (nmc.org.uk)
- Early Careers: Preceptorship and Beyond - hduhb.nhs.wales/about-us/governance-arrangements/policies-and-written-control-documents/policies/preceptorship-policy-for-newly-qualified-nurses-and-midwives/
- Nursing Preceptorship & Restorative Clinical Supervision - A National Position Statement - Nursing preceptorship and restorative clinical supervision: position statement (gov.wales)
- More support needed for international nurses and midwives, The Nursing and Midwifery Council (nmc.org.uk) - More support needed for international nurses and midwives - The Nursing and Midwifery Council (nmc.org.uk)
- The Future of the Band 4 Nursing Workforce in Wales (gov.wales)

Presenter biographies

Rae Ellison

Following a passion for helping people and a desire to make a difference in my community, I pursued a career in healthcare from a young age. Later in life, I was afforded the opportunity to progress, and I successfully gained my degree in Nursing from Swansea University. Starting my career as a scrub practitioner in main theatres, I progressed to join the education liaison team in the latter part of 2022.

I have always found career satisfaction in supporting the learning and development of others. I am privileged to be part of a proactive team who not only support student nurses to have exceptional placement and learning experiences, but also support the registrants within the health board to develop their skills through the delivery of a robust preceptorship programme. I am fortunate to form part of a team that proactively nurtures our nursing workforce and students.

Cari-Anne Mulholland

Having completed my training from Swansea University in 2012, I have been fortunate to have worked in an array of positions within health boards and Trusts in Wales and England, from A & E and continuing care in-house team, to district nursing and overnight service care team lead roles.

This all led me to my current position within HDUHB as an Education Liaison Nurse. Education, and the future of nursing, are passions of mine and I consider myself privileged to be in a role that not only supports registered and student nurses, but helps to shape the future of nursing through the provision of support, exceptional placements, and adherence to the NMC code.

Poster 14 | In at the deep end : does an induction programme facilitate the new academic keeping afloat in their transition to HE?

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 73

Mrs. Lorna de Bourg (De Montfort University), Mrs. Dawn Coleby (De Montfort University), Mr. Daniel Carter (De Montfort University), Ms. Penny Tremayne (De Montfort University), Mrs. Joanne Erez (De Montfort University)

Aim Of Paper

Aim: To evaluate the new induction programme introduced in the School of Nursing and Midwifery (N&M). Objectives:

- To explore staff satisfaction and views/experiences of the new induction programme
- To compare staff satisfaction with the new induction programme compared to satisfaction of the preceding induction programme.
- To determine which elements of the staff induction works well and which elements need improving or changing (according to staff satisfaction and views)

Abstract

Nurses and midwives moving into academia have reported feeling shock at the transition due to the culture of having less direct supervision and different leadership approaches to that of clinical practice, leaving individuals feeling unsure of their role and professional expectations (Harmon et al, 2022). Halton at al (2024) supports this feeling of "transition shock" which is often as a result about the lack of clarity of what the role entails.

In 2022 an induction programme was introduced in the School of Nursing and Midwifery (N&M) at De Montfort University for academics starting in the school to aid retention of academic staff. The induction programme consisted of allocation of an academic mentor and structured sessions related to role for new staff. The authors wanted to explore satisfaction of a new induction programme and compare this with the experiences of those staff who commenced in their posts before the development of the induction programme.

The research strategy for this study was a cross-sectional survey and the method used was an online questionnaire using Microsoft Forms, which was sent to 91 member's academic staff. Some key findings found induction programme participants who were all allocated an academic mentor reported that they were more likely to feel their induction was effective in supporting their transition into their new role and that the school would support their professional and personal needs. This group were also more likely to feel that their voice would be heard within the school. The responses from the pre induction group showed an increase in negative responses about their induction with preliminary reports of being feeling unsupported, induction being haphazard and "thrown in at the deep end".

Delegate Learning Outcomes

- To determine the activities and support required during an induction programme for nurses or midwives to transition into academic
- Consider how a "good " induction can reduce attrition and improve staff wellbeing
- Understand the need for specific and structured support for early career academics.

Recommended Reading Titles

Halton, J., Ireland., C. and Vaughan, B. (2024). The transition of clinical nurses to nurse educator roles – A scoping review, Nurse Education in Practice, 78, pp1-14.

Harmon, J., Howard, M. and Sharrad, S. (2022) Habitus, social capital, leadership, and reflection: insights for early career nurse academics. Collegian, 29(5), pp774-781. Available at:https://doi.org/10.1016/j.colegn.2022.02.005

Presenter biographies

Lorna de Bourg

Lorna de Bourg is a senior lecturer in childrens nursing at De Montfort University with an interest in gastroenterology, high dependency care, transition to adult services and wellbeing. Currently undertaking a Masters in Health Psychology to inform practice and understand the role of psychology in health, wellbeing and interventions for individuals.

Poster 15 | Stepping Up Programme – Empowering Career Pathways and Professional Growth

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 75

Mrs. Claire Flatt (Walsall Healthcare NHS), Ms. Vicki Gardner (Wolverhampton NHS Trust), Mrs. Toyin Olu-Adeniran (Wolverhampton NHS Trust), Mr. Paul Simiyu (Wolverhampton NHS Trust)

Aim Of Paper

The aim of the Stepping Up Programme is to empower support workers, registered nurses, midwives, and allied health professionals (AHPs) to take ownership of their professional development and career progression through a flexible, modular learning approach. By offering personalised learning across six key domains—Self, Leadership, Improvement, Finance, HR, and Personal Development—the programme fosters leadership skills, improves team dynamics, and enhances patient care. It supports lifelong learning and continuing professional development (CPD), promoting staff well-being, retention, and recruitment by providing structured pathways for growth, mentoring opportunities, and a culture of compassionate care within the National Health Service (NHS).

Abstract

The Stepping Up Programme, developed by Walsall and Wolverhampton NHS Trusts, is an innovative initiative designed to support the development, career pathways, and lifelong learning of nurses, midwives, and allied health professionals (AHPs). It empowers staff to take ownership of their professional growth while addressing key challenges in finance, staff well-being, recruitment, and retention through a creative approach to continuous professional development (CPD).

The programme incorporates principles of equality, diversity, and inclusion, offering equitable access to learning opportunities across all roles and levels. Mentoring, reflection, and shadowing opportunities support individuals from diverse backgrounds in their leadership journeys.

This 6–12-month modular course provides a flexible, personalised learning experience across six domains: Self, Leadership, Improvement, Finance, HR, and Personal Development. Participants tailor their learning to match their roles, development needs, and future career goals. The programme promotes compassionate care and equips staff with the skills to build psychologically safe teams, enhancing workplace culture and patient care.

Combining existing development opportunities with new seminars, masterclasses, and a multidisciplinary learning approach, participants receive a minimum of 40 hours of CPD through webinars, workshops, and in-person sessions. A standout feature is the mentoring and shadowing database, which enables cross-organisational learning and growth.

By fostering self-reflection, leadership development, and proficiency in finance and human resources, the Stepping Up Programme offers a comprehensive framework for career progression. In the final session, participants present their reflections and future goals at a networking and celebration event, reinforcing a sense of community and recognition.

This innovative programme addresses workforce challenges by promoting personal and professional growth, improving staff retention, and establishing a structured pathway for lifelong learning within the NHS.

Delegate Learning Outcomes

1. Enhanced leadership and management skills across nursing, midwifery, and allied health professionals (AHPs).
2. Greater self-awareness through reflection on personal leadership styles, skills, and professional growth.

3. Improved ability to lead compassionate, psychologically safe teams, fostering a positive workplace culture.
4. Increased knowledge of finance, human resources, and change management to support effective decision-making.
5. A structured and inclusive pathway for continuous professional development (CPD) and career progression for all staff.
6. Strengthened collaboration and multidisciplinary learning, promoting well-being, staff retention, and improved patient care across two NHS trusts.
7. Provide a sustainable approach to CPD

Recommended Reading Titles

Department of Health & Social Care (2024) Independent Investigation of the National Health Service in England, GOV.UK (www.gov.uk)

NHS Long Term Plan (2019), NHS Long Term Plan » The NHS Long Term Plan

NHS England. (2020). NHS People Plan. [Online]. NHS England. Available at: https://www.england.nhs.uk/wp-content/uploads/2020/07/We-Are-The-NHS-Action-For-All-Of-Us-

Smythe, A., & Carter, V. (2022). The experiences and perceptions of newly qualified nurses in the UK: An integrative literature review. *Nurse education in practice*, *62*, 103338. https://doi.org/10.1016/j.nepr.2022.103338

Presenter biographies

Claire Flatt

Matron for Post Registration Education at Walsall Healthcare NHS Trust & Wolverhampton NHS Trust.

Poster 16 | Assuring continuing competence of peer assessors for care certificate evaluation

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 94

Ms. Vicki Gardner (*Wolverhampton NHS Trust*), *Mrs. Toyin Olu-Adeniran* (*Wolverhampton NHS Trust*)

Aim Of Paper

This project aimed to develop an innovative peer-assessment framework for Healthcare Assistants (HCAs) to ensure ongoing competence in assessing the Care Certificate, addressing challenges in maintaining consistent, high-quality evaluations, and promoting inclusion and professional development.

Abstract

In response to the increasing demand for competent Healthcare Assistants (HCAs) and the growing emphasis on staff development and retention, this project presents an innovative approach to peer assessment. The project focused on the ongoing evaluation of HCAs who serve as peer assessors for the Care Certificate, a critical component in ensuring the quality of nursing care. By empowering experienced HCAs as assessors, the project promotes evidence-based practice, continuous professional development, and inclusivity in the healthcare environment.

The project directly addresses contemporary nursing challenges, including workforce retention, the growing significance of HCAs, and the need for standardised assessments in healthcare education. With HCAs comprising a significant portion of the NHS workforce, ensuring their continued competence is essential to delivering quality care. This work aligns with the conference's overarching theme by tackling key issues such as staff retention and skill development in healthcare.

The peer-assessment framework was built on principles of equality, diversity, and inclusion, offering all HCAs the opportunity for professional growth. It is evidence-based, utilizing peer evaluation techniques that have been proven to motivate learners and enhance self-directed learning. Quality assurance was maintained through in-house training, annual updates, and a biennial competency self-assessment.

Results: Feedback from HCAs and staff revealed increased confidence and satisfaction among peer assessors. The framework ensured consistent and high-quality evaluations, with improved understanding of professional roles. The biennial self-assessment fostered continuous reflection and skill enhancement. Retention rates among HCAs improved, and their contributions to nursing care were more widely recognised. This session offers valuable, replicable strategies for improving healthcare education.

Delegate Learning Outcomes

1. Understanding the implementation of peer-assessment frameworks
2. Fostering professional development
3. Ensuring high-quality assessments
4. Delegates will gain practical insights that can be applied to nursing education and practice
5. Enhancing the role of HCAs in care delivery and staff retention.

Recommended Reading Titles

Formative peer assessment in health care education programs: protocol for scoping review (Stenberg, M. et al., 2018).

The Lecturer's toolkit (Race, P. 2001).

Mid Staffordshire NHS Foundation Trust Public Inquiry. (2013). *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: Executive summary* (HC947).

Presenter biographies

Vicki Gardner

Both authors work within the Education team with responsibility for the further education of Health Care support workers, Nursing and Allied health care professionals.

Both are fully committed to the further support and development of support workers, as the backbone of the NHS.

Both have worked in the NHs for a total of over 40 years, and are committed to the support of staff, to enable them to deliver high quality, safe, person centered care.

Poster 17 | Exploring the Impact of the RCN Cadet Scheme on Recruitment into Healthcare

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 109

Mrs. Helen Gibbons (Royal College of Nursing)

Aim Of Paper

To evaluate the impact of the RCN Cadet Scheme on participants' career choices in healthcare, specifically nursing, and to explore the role of social class and ethnicity in shaping access to the scheme and its outcomes.

Abstract

The Royal College of Nursing (RCN) Cadet Scheme, launched in 2019 in partnership with the former Prince of Wales, aims to introduce young people to the nursing profession, equipping them with the foundational skills and knowledge needed for a career in healthcare. Initially piloted in Wales, the initiative has since expanded to England, Scotland, and most recently Northern Ireland, working in collaboration with the Army Cadet schemes, schools, colleges and youth organisations. The programme targets young people aged 16-25, offering a 40-hour learning curriculum delivered by a youth provider (e.g., school, college, or Army Cadet Force) and a 20-hour observational placement overseen by a placement partner (for example a Hospital, Community placement, research facility or independent health care provider). Upon completion of a written workbook, placement and portfolio, cadets receive a certificate of achievement, demonstrating their commitment to the programme.

To date, 1,000 cadets have completed the scheme. Despite its growing reach, the scheme's effectiveness in influencing participants' career decisions, particularly in relation to social class and ethnicity, remains underexplored. This study seeks to fill that gap by evaluating the scheme's impact on recruitment into healthcare professions, with a focus on nursing.

Delegate Learning Outcomes

The study is expected to provide a detailed evaluation of the RCN Cadet Scheme's impact on healthcare recruitment, particularly nursing. It will offer insights into how well the scheme prepares participants for healthcare careers and identify areas for improvement to enhance its effectiveness in diversifying the nursing workforce. It will provide valuable data for stakeholders interested in working with the scheme and for future workforce planning, educational outreach, and policy development within the healthcare sector.

Recommended Reading Titles

Nabeel Al Amiri, Manal Ali, The Roles of Nurses as Marketers: A Literature Review, Journal of Health Management, 10.1177/09720634231177336, **25**, 2, (327-333), (2023)

Seago, J.A., et al. (2006) The nursing shortage: is it really about image? _Journal of Healthcare Management_, **51** (2), 96–108

Presenter biographies

Helen Gibbons

With three decades of experience in nursing, I have built a career characterised by innovation and education, with a strong commitment to global health. Since qualifying as a Registered Nurse in 1991, I have specialised in ophthalmic nursing, becoming a trailblazer by performing the first Nd:YAG laser capsulotomies and peripheral iridotomies in the UK in 1997.

In 2008, I transitioned into nurse education, establishing a Master's programme in Ophthalmic Nursing at University College London. I then moved to Anglia Ruskin University in Cambridge, as an adult nurse lecturer and currently utilising this experience within the Royal College of Nursing.

One of my most rewarding experiences was collaborating with Moorfields Eye Hospital and Lions International on a project in Korle Bu Hospital, Ghana, aimed at developing ophthalmic nursing roles. I aspire to return to Ghana to further support local nurses in their professional development, exemplifying my dedication to enhancing nursing globally.

Poster 18 | GROW Programme

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 125

Mrs. Helen Muncey (The Queen Elizabeth Hospital King's Lynn), Ms. Andrea Bhogall (The Queen Elizabeth Hospital King's Lynn)

Aim Of Paper

The purpose of this paper is to share the benefits of the GROW programme, a seven-day initiative for Healthcare Support Workers (HCSWs) run by the undergraduate team at [insert organization/hospital name]. Designed to support both experienced and new HCSWs joining the trust, the programme has received positive feedback and a special commendation from NHS England. It fosters an informative, interactive, and enjoyable environment, with ongoing pastoral care, ward visits, and one-on-one educational support to aid in the development and integration of new HCSWs at Queen Elizabeth Hospital (QEH).

Abstract

The GROW programme, which stands for *Guidance, Respect, Opportunities, and Wellness*, is a seven-day initiative led by the undergraduate team at Queen Elizabeth Hospital (QEH) to support Healthcare Support Workers (HCSWs), both experienced and new to care. Recently commended by NHS England, the programme is well-received and continues to evaluate positively. GROW facilitators create informative, interactive, and enjoyable sessions, fostering a welcoming environment for new HCSWs.

The programme begins with mandatory training, fundamental skills development, and the "Caring with Kindness" initiative, focusing on patient experience. It offers a practical approach to building essential skills before HCSWs enter the clinical environment. A key component is the Care Certificate, a nationally recognised qualification required for new HCSWs to complete within the first 12 weeks, ensuring they provide safe, compassionate, and high-quality healthcare. Additionally, a clinical skills booklet tracks their competency progression, signed upon completion for use in appraisals and to demonstrate development.

Each HCSW is assigned a Supervisor/Assessor or a "Buddy" from the ward staff to support their integration into the clinical setting. Supervisors provide guidance, while Buddies, experienced HCSWs or Senior HCSWs, offer peer support and act as role models, selected based on their skills and adherence to ward standards.

The GROW team continues its support through ward visits and one-on-one educational assistance, helping HCSWs smoothly transition into their roles. This ongoing support has been crucial in shaping the professional development of HCSWs, ensuring they are well-prepared to deliver quality care in acute hospital settings.

During the programme career conversations are embedded to support the new HCSW to access apprenticeship pathways to support future access to Nursing Associate/ Registered Nurse pathways.

Delegate Learning Outcomes

Learning Outcomes for the GROW Programme:

1. **Understand the Role of a Healthcare Support Worker (HCSW):**
   Participants will gain a clear understanding of the standards of care required to deliver safe, compassionate, and high-quality healthcare.
2. **Develop Essential Clinical Skills:** Participants will acquire fundamental clinical skills
3. **Achieve the Care Certificate**
4. **Apply "Caring with Kindness" in Practice:** Integrate patient experience-based learning into their practice.
5. **Utilise Peer and Supervisor Support:** Participants will learn to effectively collaborate with Buddies,
6. **Track and Reflect on Skill Development:** Participants will complete the clinical skills booklet to monitor their competency progression.

7. **Transition Smoothly into Clinical Roles**
8. **Career Progression Opportunities**

Recommended Reading Titles

Building a Culture of Compassionate Care in Health Services" by Helen Sanderson

Explores strategies to embed compassionate care practices in healthcare settings, resonating with the "Caring with Kindness" component of the GROW programme.

Developing Your Career as a Healthcare Support Worker: Pathways to Nursing and Beyond" by Annette Richardson

Provides insights into career progression for HCSWs, including pathways to roles like Nursing Associate and Registered Nurse.

"Transforming Healthcare Education and Training: Competency-Based Approaches" by Deborah Bowman

Examines competency-based education in healthcare, which mirrors the GROW programme's approach to skill-building and professional development.

Presenter biographies

helen muncey

Helen Muncey is the Head of Education at Queen Elizabeth Hospital, King's Lynn, where she leads the development of educational programmes for healthcare professionals. With a wealth of experience from education focused roles at Cambridge University Hospitals, Royal Surrey County Hospital, and Health Education England, she brings expertise in healthcare education, quality assurance, and workforce development.

Helen creates a learning environment that promotes clinical excellence, professional growth, and leadership. She has introduced initiatives like the THRIVE Programme, which helps newly qualified professionals navigate the complexities of the NHS. Her focus on continuous improvement, lifelong learning, and addressing workforce challenges such as recruitment, retention, and staff well-being ensures that educational efforts align with broader healthcare goals, fostering sustainable workforce development and better patient experience and care.

Andrea Bhogall

Andrea is the education lead for healthcare support workers and temporary staffing. She manages GROW facilitators and supports learners in the GROW programme (Guidance, Respect, Opportunity, and Wellness), a 7-day induction for new healthcare support workers, helping them achieve their care certificate. Andrea also recruits for Level 2 and 3 apprenticeships and directs unregistered staff towards completing Maths and English. She supports various educational initiatives, including the healthcare support worker forum and preceptorship programmes. Her role extends to training and developing both registered and unregistered bank staff, maintaining education records, and overseeing recruitment and retention. With a background as a school nurse, safeguarding lead, and ward sister in acute medicine, Andrea brings extensive experience to her current role, where she continues to assist with preceptorship delivery and staff education.

Poster 19 | "Ready, Set, Scrub!" - Preparing Entry Level Scrub Practitioners for Perioperative Practice with an Online Course

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 31

Mr. Jasper Joseph Ballecer (University College London Hospitals NHS Foundation Trust), Mrs. Carolina Britton (University College London Hospitals NHS Foundation Trust)

Aim Of Paper

The aim of this project was to develop and provide an accredited scrub practitioner course for entry-level scrub practitioners to aid the completion of their practical scrub competencies at the start of their careers, and for experienced theatre practitioners to refresh on theory and access scrub-specific CPD.

A further aim of this initiative was to help newly-qualified practitioners (nurses and operating department practitioners) transition into the specialised practice of scrubbing in surgical procedures by bridging knowledge gained in training with the necessary specialist theory and evidence base.

Abstract

Newly-qualified practitioners come into theatres from different avenues, each with knowledge and skills gaps. Nurses, both trained in the UK and internationally, may have had limited theatres exposure, given access restriction to students in theatres. If already experienced, many still need refreshing or adaptation to develop confidence to practice at the top of their licence in the scrub role.

To address transitional knowledge and skills gaps, the Trust developed an in-house 14-week online course to provide core scrub practice knowledge to practitioners completing the scrub competency pack, as a tool to compliment learning in practice with specialist theory. It was also offered to experienced scrub practitioners wanting to refresh knowledge and access CPD.

The course provided role-embedding and contextualisation in perioperative care, supporting skills and knowledge acquisition beyond technical aspects and fostering a sense of professional capability, via the following chapters:

- The Scrub Role at a Glance
- Professionalism in the Scrub Role
- Working in a Multidisciplinary Team
- The Surgical Environment
- Safety in the Surgical Environment
- Preparing the Patient for Surgery
- The Sterile Environment
- Surgical Instrumentation
- Surgical Haemostasis
- Wound Care
- Handling of Tissue Specimens
- Surgical Emergencies and Complications
- Intraoperative Drugs Management
- Surgical Care Across the Lifespan

The course was developed by experienced scrub practitioner-educators, reviewed by experts and externally validated via accreditation by the RCN.

Participant evaluation was high (mean of 4.62/5.00) and revealed that the course is:

- Compact, portable, easy to digest

- Very informative for learners with limited scrub background
- Detailed and thorough topics

Newly-qualified scrub practitioners who completed the online course alongside learning in practice trained in 4 months, compared to 6 months for train non-participants. The Trust was also commissioned to provide this course to hospitals in the local Integrated Care Board (ICB), to support their scrub practitioners, and their feedback has been undeviating from the above.

Delegate Learning Outcomes

By the end of this presentation, attendees would be able:

- to recognise a novel in-house CPD offering for newly-qualified practitioners wanting to specialise in scrub practice in theatres and for experienced scrub practitioners wanting to refresh on theory and access CPD that is highly relevant to their practice speciality.

- to be better able to identify where a similar modality in bridging knowledge and skills with an online theory course may expedite the completion of skills-based speciality competency packs among entry-level specialist practitioners.

Recommended Reading Titles

Not applicable.

Presenter biographies

Jasper Joseph Ballecer

I qualified as a nurse in 2011 after finishing my nursing degree with honours from St. Paul University Manila. I completed my Postgraduate Diploma in International Health in 2014 and my Master's degree in the same field, with a specialisation track in Health Promotion and Education, in 2016 from the University of the Philippines. I started my career in community maternity for the first two years after qualifying, and have worked extensively thereafter in the operating theatres, across multiple specialities: general surgery, ophthalmics, plastics, ENT and Head & Neck Surgery, and Maxillo-facial Surgery, prior to joining the Theatres Practice Education Team in Addenbrooke's Hospital in Cambridge. I now lead a team of Clinical Practice Facilitators as Senior Nurse for Theatres Education at University College London Hospitals NHS Foundation Trust.

My interests include education in surgical settings and health promotion and education in different specialty groups.

Poster 20 | What are the factors affecting nurses' engagement with online education?

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 43

Mrs. Charlotte Bell (Oxford university hospitals NHS Trust)

Aim Of Paper

Aims: This research aims to explore the factors affecting nurses' engagement with online learning.

Abstract

Background: The use of online learning as a delivery mode for CPD has increased since 2011, further accelerated by the Covid-19 pandemic. Online modalities have become favourable due to increased flexibility related to time and place. Nurses must engage with learning to enable them to provide safe, evidence-based care. However, the NHS crisis related to increased waiting lists, and recruitment and retention issues precludes engagement with CPD. Therefore, an exploration of the factors that affect nurses' engagement with online learning is paramount to maintaining patient safety.

Methodology: A quasi-systematic review has been conducted. CINHAL, PubMed, and Medline databases were searched for papers written from 2018 onwards which met the criteria for inclusion. The Cochrane library and Kings Fund were also searched for relevant literature. Following a rigorous data search strategy, the studies were analysed using a qualitative content analysis process and critically appraised using validated appraisal tools, specific to the study design.

Results: Nine articles met the inclusion criteria. Five themes were identified which indicated that eLearning design, information technology, time to learn, motivation to learn, and suitability of online delivery positively and negatively impact upon nurses' ability and motivation to engage with online learning materials.

Conclusion: Nurses are motivated to engage with online learning to improve care and meet regulatory body and mandatory training requirements. However, nurses are disengaged by lack of protected time, poorly designed eLearning, and inadequate IT resources. Future research should focus on which aspects of eLearning are beneficial as a delivery method since nurses in this review preferred blended learning.

Delegate Learning Outcomes

By the end of the session, I will summarise research findings on the factors that positively and negatively affect nurses engagement with online learning.

I will make recommendations for future practice related to educational design and suggestions regarding nurses release from clinical practice to engage with learning.

(Please note this research was conducted as part of my MSc Dissertation which I am in the process of submitting for publication with Nurse Education Today. I would like to acknowledge and thanks my supervisor for their contribution to this research).

Recommended Reading Titles

Not Applicable

Presenter biographies

Charlotte Bell

Charlotte Bell is a Practice Development and Education Lead in Oxford University Hospitals NHS Trust, programme lead for a Post Graduate Certificate in Advanced Trauma and Orthopaedic care, and a Fellow with the Higher Education Academy. She was awarded an MSc in Education and Leadership with Distinction in 2024. She

is passionate about Orthopaedic care and integrates research inquiry, practice development, workplace learning and leadership development to develop and sustain effective workplace cultures that are person centred, safe, and effective. Charlotte advocates for sustainability of practice education and for Masters level education for clinical practitioners. She is enthusiastic about helping staff to develop their potential and flourish, and for patients and service users to experience excellence.

Poster 21 | From a Static Paper-Based Programme to a dynamic AI Assisted Preceptorship

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 67

Ms. Georgina Turner (Priory)

Aim Of Paper

To discuss the benefits of introducing AI technology into a Preceptorship for Newly Qualified Nurses Programme to assist with reflective practice in topics such as delegation, compassion fatigue, closed cultures and the influence of human factors line with the NMC Code and to guide with setting SMART individualised goals.

Abstract

In September 2022, Priory, the UK's largest independent mental health and social care provider, relaunched its Preceptorship Programme in alignment with NHS England's National Preceptorship Framework. The programme previously relied on face-to-face training and a paper-based competency document, but it faced challenges such as inconsistent session access and replication of competencies achieved in pre-reg courses. The COVID-19 pandemic prompted the transition to an online training delivery and later evolved further into creating greater flexibility through pre-recorded sessions based on the Four Pillars of Practice: Clinical Practice, Leadership, Facilitating Learning, and Evidence, Research, and Development.

The revamped programme replaced the competency-based documentation with reflective logs, self-identified learning goals and activities that encouraged Preceptees to transition from thinking as a student to autonomous practitioner. Surveys at regular intervals provided feedback on preceptees' experiences, but issues such as inconsistent mentorship and the understanding around goal-setting persisted. In response, Priory partnered with Breeio, a digital education platform, to launch a dedicated Preceptorship Portal. This portal centralised the programme's four core modules and introduced Clinical Skill Self-Assessment tools and quizzes to reinforce practical knowledge.

Innovative AI features were also integrated, including Reflection Support and Goal-Setting assistance, which helped preceptees enhance their reflective practice and develop SMART learning goals. The improvements enabled the programme to grow from supporting 90 preceptees in its first year to over 180 in the second year. Looking forward, the Priory Preceptorship Programme plans further enhancements, including discussion forums and virtual events, with a continued focus on improving access, mentorship, and cultural change around preceptorship in mental health and social care.

Delegate Learning Outcomes

- The application of the NMC Code in relation to every-day nursing practice
- The setting of SMART goals, both personally and within patient care and treatment
- The use of AI to support the learning needs in Newly Qualified Nurses

Recommended Reading Titles

https://www.england.nhs.uk/long-read/national-preceptorship-framework-for-nursing/

Presenter biographies

Georgina Turner

With over 11 years of experience as a qualified Mental Health Nurse, I currently serve as Priory's Associate Director of Nursing & Quality. In this role, I oversee the professional development of nurses across the organization, managing programs that range from Pre-Reg Nursing to Advanced Clinical Practice. My focus is

on developing clear career pathways and creating tailored, in-house training to address the educational and development needs of our workforce.

Poster 22 | The implementation of a flipped classroom, digital learning resource to support learning for new Intensive Care Unit (ICU) nurses.

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 93

Ms. Gayle Brunskill (CUH)

Aim Of Paper

To, assess whether a flipped classroom (FC) digital learning resource can support learning and completion of CC3N national competencies for ICU (CC3N 2015). The digital educational resource will facilitate an andragogical, self-directed approach to learning. Utilising a multimodal approach to support learners with diverse learning needs and enable learners to work at a pace that best suits their needs. The resource has integrated MCQ's for learners to assess their own learning and highlight areas for further study. The digital learning resource is supported with high fidelity simulation in a classroom setting to embed learning and ensure application to clinical practice.

Abstract

Methodology

Staff under three years in ICU as well as their mentors were surveyed prior to building the resource. This data showed 36.8% of new ICU nurses found completion of ICU competencies challenging. However, 68.4% of these felt that a digital resource would have helped support their learning and competency completion.

Learners completing competencies are required to study in their own time, our digital resource intends to support this. Evidence supports the used of online digital learning resources for flexible, self-paced study (McDonald, Boulton and Davis 2018). Kim and Kim (2023) reviewing pandemic data found higher learner satisfaction with online learning however, there was no statistical difference between online and face-to-face teaching in terms of learner outcomes. In contrast, when digital resources were combined with face-to-face teaching an improvement in academic achievement was shown (Holm and Beckman 2022), indicating a potential benefit for our learners. However, some learners lack digitally literacy (Eynon and Malmberg 2020), therefore, digital support was given and consideration was taken when building to ensure ease of navigation and ensure accessibility for all.

Effectiveness of the resource will be assessed using surveys at, one month of first module being released, at six months and one year. Site usage data will also be analysed and learners performance on MCQ's and simulation days will be assessed to assess effectiveness of learning.

Preliminary results

Showed positive results for use of system with 96% of nursing staff having accessed it. 100% of respondents who had not completed their competencies found it helped with completion and felt it supported the study days. Awaiting data from six month and end of year review.

Conclusion

Low response to initial survey but verbal feedback and usage numbers all positive. Awaiting 6 month and one year survey results to ascertain if a benefit to our learners.

Delegate Learning Outcomes

To increase knowledge of anatomy of critical body systems by using the digital resource.

To increase knowledge of physiology of critical illness using online resources and be able to apply this to theoretical clinical scenarios within a high fidelity simulation session and demonstrate this knowledge in clinical practice.

By accessing the digital resource to be understand how local and national guidelines relate to the care of the critically ill adult and apply these in clinical practice.

Recommended Reading Titles

Holm, P and Beckman, P.(2022) "Flipped or traditional online teaching? Two different strategies to handle teaching in nursing education during the COVID-19 pandemic" *International Journal of Nursing Education Scholarship* vol. (1).

Kim, y and Kim, M. (2023) "Can online learning be a reliable alternative to nursing students learning during a pandemic?- a systemic review and meta analysis" *Nurse Education Today"* Vol 122.

McDonald, EW., Bolulton, JL. and Davis, KL.(2018) "E-learning and nursing assessment skills and knowledge- An integrated review" *Nurse Education Today,* Vol 66, pp 166-174.

Presenter biographies

Gayle Brunskill

CC3N (2015) Available at:

https://www.cc3n.org.uk/uploads/9/8/4/2/98425184/01_new_step_1_final__1_.pdf

(Accessed: 23 September 2024)

Eynon, R, and L. Malmberg. (2020) "Lifelong Learning and the Internet: Who Benefits Most from Learning Online?" *British Journal of Educational Technology,* vol. 52 (2), pp. 569–83

Holm, P and Beckman, P. (2022) "Flipped or traditional online teaching? Two different strategies to handle teaching in nursing education during the COVID-19 pandemic" *International Journal of Nursing Education Scholarship* vol. (1). Available at:

https:/ /doi.org/10.1515/ijnes-2021-0119

Kim, y and Kim, M. (2023) "Can online learning be a reliable alternative to nursing students learning during a pandemic?- a systemic review and meta analysis" *Nurse Education Today"* Vol 122. Available at:

https://doi.org/10.1016/j.nedt.2023.105710

McDonald, EW., Bolulton, JL. and Davis, KL. (2018) "E-learning and nursing assessment skills and knowledge- An integrated review" *Nurse Education Today,* Vol 66, pp 166-174. Available at:

https://doi.org/10.1016/j.nedt.2018.03.011

Poster 23 | electronic Practice Assessment Document (ePAD) what works, for whom, in what circumstances and why? A realist scoping review.

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 95

Mr. Martin Rowland (*University of South Wales*)

Aim Of Paper

The aim of this concurrent paper is to provide an insight into what elements of electronic Practice Assessment Documents (ePADs) work, for whom in what circumstances and why. Gaps within the evidence base and key factors that influence effectiveness for students, practitioners, academic staff, patients and service users will be presented, along with simple strategies to optimise desired outcomes in higher education and healthcare settings.

Abstract

Many Higher Education Institutions (HEIs) in the UK have begun to use electronic Practice Assessment Documents (ePADs) to document students learning, assessments, and progress during placement. The existing evidence base along with personal experience has highlighted several benefits of ePADs, including the ability to share information among stakeholders, acting as a secure repository, enabling quicker feedback, and ensuring authenticity by serving as a live document. However, the literature also reveals challenges such as accessibility and time constraints, especially when IT infrastructure is limited.

To better understand the dynamics in relation to these emerging technological platforms, a realist scoping review was undertaken to explore what elements of ePAD work, for whom in what circumstances and why?

Using a realist methodology, 621 papers were screened with 31 studies being analysed to develop causal explanations through mid-range Context + Mechanism = Outcome configurations (CMOCs). These CMOCs encompassed broad themes, including Accessibility, Accountability and Purpose, System Development, Perceptions of Technology, Technical Infrastructure, Training and Support Needs, ePAD Features and Functionality, Security and Privacy, Time and Workload, and Assessment, Feedback, and Reflection.

In collaboration with a stakeholder group and guided by substantive theory, these CMOCs were used to refine and refute an initial program theory. The result was a causal diagram that illustrates what elements of ePADs work, for whom, under what conditions, and why.

The findings from this project provide a valuable insight for HEIs and healthcare providers on how to optimise the use of ePADs in nursing education. By identifying the conditions under which ePADs are most beneficial and the barriers that can hinder effectiveness, this study offers practical recommendations for improving both technological and pedagogical support.

This project was supported by Research Capacity Building Collaboration Wales and funded by Welsh Government through Health and Care Research Wales.

Delegate Learning Outcomes

- Participants will be aware of the causal Contexts, Mechanisms and Outcomes within key influences that affect all stages of electronic Practice Assessment Document (ePAD) usage, including IT literacy, Technological infrastructure, Leadership, Culture, Stakeholder buy-in, and Time.

- Participants will be aware of the causal Contexts, Mechanisms and Outcomes within specific elements of ePAD usage, such as Training, Goal-setting, Relationship building, Learning, Assessment, Security, and Accessibility.

Recommended Reading Titles

Not applicable

Presenter biographies

Martin Rowland

Martin Rowland is the BSc Adult Nursing Course Leader at the University of South Wales. With a clinical background in Emergency Medicine, his teaching expertise spans acute and urgent care, pathophysiology, and pharmacology. In 2023, he was awarded a research fellowship from the Research Capacity Building Collaboration Wales, funded by the Welsh Government through Health and Care Research Wales. His research interests focus on nurse education and bridging the theory-practice gap.

Poster 24 | SCRIPT Prescriber Ready: An accessible eLearning portfolio to improve pharmacology knowledge for nurses preparing for independent prescribing

Ms. Harjeet Kaur (University of Birmingham), Mrs. Tanvi Choudhary (University of Birmingham), Ms. Hannah Vallance (University of Birmingham), Dr. Jennifer Veeren (University of Birmingham), Mrs. Parbir Jagpal (University of Birmingham), Dr. Nicholas Blackwell (OCB Media Ltd), Dr. Sarah Pontefract (University of Birmingham)

Aim Of Paper

To demonstrate how the accessible SCRIPT Prescriber Ready portfolio supplements pharmacology education for nurses, helping them to achieve 'prescriber readiness' at undergraduate level.

Abstract

Objective:

The Prescriber Ready portfolio aims to:

- Standardise the learning pathway for undergraduate healthcare students to achieve prescriber readiness.
- Bridge the pharmacology knowledge gap between current undergraduate teaching and postgraduate teaching in Independent Prescribing courses.

Introduction:

SCRIPT is a valued and well-established educational resource available for undergraduate healthcare students and NHS professionals. The free-to-access eLearning programme aims to encourage safe and effective prescribing and medicines management.

Many healthcare professional groups are now permitted to prescribe following completion of an accredited training course. Nurses, pharmacists and physiotherapists currently make up most non-medical independent prescribers in the UK. In 2018, the Nursing and Midwifery Council proposed that nurses should be "prescriber ready" [1] when they graduate. This means that newly qualified nurses would be able to commence an Independent Prescribing (IP) course immediately upon registration.

The eLearning modules:

Commissioned by NHS England, ten online modules are available in the Prescriber Ready portfolio. The modules focus on the underpinning pharmacology of commonly prescribed classes of medicines based on the core knowledge requirements outlined by the British Pharmacological Society for pre-registration nursing courses [2].

All modules are authored and peer reviewed by experienced healthcare professionals with a background in medicine, nursing or pharmacy. Our partner media company has trained two senior developers to design new module templates that conform to Web Content Accessibility Guidelines (WCAG) 2.1 (Levels A and AA), ensuring modules are accessible to people with disabilities.

Implementation:

We aim for higher education institutions across the UK to integrate Prescriber Ready modules into undergraduate healthcare teaching programmes.

Conclusion:

The Prescriber Ready portfolio is freely available for undergraduate healthcare students and NHS professionals at www.safeprescriber.org. The modules provide essential learning on pharmacology and commonly prescribed medicines. Upon module completion, a personalised certificate is provided as evidence of learning.

Delegate Learning Outcomes

By the end of this session, participants should be able to:

- Discuss the pharmacology knowledge gap between current undergraduate teaching and postgraduate teaching in Independent Prescribing courses.

- Outline the aim of the SCRIPT Prescriber Ready eLearning programme and the topics covered in the ten modules.

- Describe how the SCRIPT Prescriber Ready eLearning programme can be integrated into nursing undergraduate education.

- Recognise the importance of accessible technology enhanced learning (TEL) for individuals with disabilities.

Recommended Reading Titles

[1] Nursing and Midwifery Council (NMC). (2018). Standards of proficiency for registered nurses. Available at: https://www.nmc.org.uk/standards/standards-for nurses/standards-of-proficiency-for-registered-nurses/ (Accessed: 19 February 2025).

[2] Taylor, V., Fell, P., Goacher, P., Jolly, J., Ashelford, S. (2016). Quality Assurance Framework for Biosciences Education in Nursing: Learning outcomes for Biosciences in Pre-registration Nursing Programmes. Available at: https://www.open-access.bcu.ac.uk/3638/ (Accessed: 19 February 2025).

Presenter biographies

Harjeet Kaur

Harjeet Kaur graduated from the University of Birmingham in 2022, completing her MBChB Medicine and Surgery undergraduate degree. She worked as a Foundation Year 1 Doctor at Northampton General Hospital, before joining the editorial team of the SCRIPT eLearning programme at the University of Birmingham as an editorial manager in 2023.

Harjeet is interested in medical education and data science, for which she has completed the PG 'Applied Data Science for Learning Environments' module at the University of Birmingham.

Poster 25 | The new frontline: Empowering the next generation of nurses through Practice-Based Learning support

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 210

Mr. Christopher Seymour (Manchester Metropolitan University), Mrs. Jessica Howard (Manchester Metropolitan University), Ms. Amy Congrave (Manchester Metropolitan University), Ms. Leanne Morgan (Manchester Metropolitan University), Mrs. Michelle Robertson (Manchester Metropolitan University)

Aim Of Paper

The Practice-Based Learning Team bridges the gap between practice and theory. With a drive to support our learners at Manchester Metropolitan University, we have developed new ways to offer support in relation to practice, from Higher Education. Encouraging our learners to engage creatively to prepare for the world of work.

Our presentation/poster will aim highlight the importance of supporting learners through innovative ways on their journey to registration. Through a holistic lens we guide student support and facilitate unique training experiences.

Abstract

The Practice-Based Learning team was established at Manchester Metropolitan University in 2022. We believe we are forerunners in relation to supporting nursing students in clinical practice within higher education in the UK.

Using a relational pedagogical approach, we utilise interactive technologies; students interact with Metahumans, the students experience immersive 'day in the life' scenario-based learning via interacting with Mentimeter with regular quizzes.

We have a wrap around approach to our support, where we aim to increase well-being and sense of belonging to not only the university but the nursing profession. We facilitate this through pre and post placement teaching sessions, where learners have the opportunity to have a voice to divulge concerns and reflect on their experience in a safe space with their peers, and PBL lecturers.

Delegates who attend the presentation (or view the poster) will gain an insight into the journey of a typical undergraduate student nurse, and the pioneering support the learner receive in an academic year.

Delegate Learning Outcomes

- Create an awareness of the innovative work the Practice-Based Learning team undertake at Manchester Metropolitan University
- Identify the importance of providing holistic support to pre-registration nurses during their time at university
- Recognise the importance of utilising innovative technologies to enhance the student experience

Recommended Reading Titles

- Chicca, J. & Shellenbarger, T. (2018) Connecting with Generation Z: Approaches in Nursing
- Middleton C. (2018). Morale in nursing students: A priority for nurse retention. _Journal of advanced nursing_, 10.1111/jan.13540. Advance online publication. https://doi.org/10.1111/jan.13540
- Health Education England. (2019) NHS staff and learners mental wellbeing commission. NHS (HEE) - Mental Wellbeing Commission Report.pdf h

Presenter biographies

Christopher Seymour

Christopher Seymour is a performance poet and Practice Based Learning Lecturer in Adult Nursing, with a background in Specialist Palliative care. He has facilitated poetry workshops for FdSc, BSc and MSc pre-registration Nursing students and has innovated the use of creative methods in interdisciplinary training contexts with a range of health professionals. He is currently involved in a number of collaborative research projects and has presented his work at conferences and in health settings. Most recently collaborating with the Manchester Poetry Library, facilitating his 'Break the Silence' workshops for both undergrad students and staff; with the aim to increase well-being, encourage connection through creativity and celebrate one another.

Presenting at the conference, the Practice Based Learning lecturers, will consist of registered nurses specialising in: adult nursing research, mental health, palliative/end of life care, district nursing and health visiting.

Poster 26 | Minimizing the Gap Between Theory and Practice in Nursing Education in Saudi Arabia: A Narrative Review

Monday, 31st March - 10:30: Posters (Day 1) - Poster - Abstract ID: 224

Ms. Raghad Almushawah (University of Liverpool)

Aim Of Paper

This study aims to identify and evaluate potential solutions for minimizing the theory-practice gap in nursing education in Saudi Arabia. By examining the challenges that contribute to this gap, such as discrepancies in staff expertise and institutional policies, the research seeks to propose actionable strategies that enhance the alignment of theoretical knowledge with practical skills.

Abstract

In modern nursing education, the integration of theoretical knowledge and practical clinical training is essential, but the theory-practice gap persists as a challenge. This gap refers to the difficulty of translating academic knowledge into real-world clinical scenarios (Abdullahi, et al., 2022). While the gap's existence is well-documented, recent shifts in nursing education, such as moving from apprenticeship models to more theoretical approaches, have further influenced its dynamics. Despite the rapid development of nursing education, nursing graduates yet experience a detach between their learning experience and the reality of working as qualified healthcare professionals (Saifan, et al.,2021).

This study is a narrative review of evidence. Using Google search engine, the author accessed databases for conducting the research, this included: ScienceDirect, PubMed, Web of Science and BioMed Central. After research, analysis, and critical appraisal thirty-seven papers published between 2010 and 2023 were included in the results.

Thirty-seven papers were analyzed and categorized into six main themes in an attempt to answer the research question "how can we minimize the theory practice gap in Saudi Arabia?". The six main themes are: (1) educational strategies targeting the theory-practice gap, (2) addressing the clinical training of newly graduated nurses, (3) Clinical training, (4) the role of nurse educators, (5) the role of clinical mentors, (6) fostering effective collaboration between nurse educators and clinical mentors.

The theory-practice gap remains a significant challenge in nursing education, requiring strategic and collaborative efforts for resolution. Strategies, such as problem-based learning, simulation, mentorship, and educator-practitioner collaboration, hold promise in minimizing the gap. In Saudi Arabia, the theory-practice gap in nursing education gains special importance due to the country's rapidly evolving healthcare landscape. With a growing demand for skilled nurses to navigate modern healthcare complexities, bridging this gap becomes a necessity.

Delegate Learning Outcomes

1. Understanding the Theory-Practice Gap: Participants will gain insights into the factors contributing to the theory-practice gap in nursing education in Saudi Arabia.
2. Identifying Solutions: Delegates will learn about effective strategies and best practices to bridge this gap, enhancing the integration of theoretical knowledge and practical skills.
3. Impact on Patient Care: Attendees will explore how addressing the theory-practice gap can improve patient care quality and nursing competencies within the evolving healthcare landscape.

4. Collaboration and Policy Development: Participants will recognize the importance of collaboration among educators, policymakers, and healthcare professionals in implementing change.

Recommended Reading Titles
NA

Presenter biographies
Raghad Almushawah
Raghad Almushawah is a lecturer at the University of Bisha, specializing in Medical-Surgical nursing. With a Master's degree from the University of Liverpool, they bring a strong academic background to their teaching and research. Currently, they are pursuing a PhD at King's College London, where they are focusing on advancing their expertise in the field of nursing.

1.1 Post-reg education - sustaining and developing the nursing workforce

An alternative route: widening participation into higher education for prospective health and care professionals

Monday, 31st March - 11:00: 1.1 Post-reg education - sustaining and developing the nursing workforce - Oral - Abstract ID: 202

Mrs. Joanne Hatfield (University of Hull), Mrs. Jayne Walker (University of Hull), Ms. Sally- Ann Spencer Grey (University of Hull), Ms. Leonie Oxley (University of Hull), Mrs. Lucy Cowperthwaite (University of Hull)

Aim Of Paper

The abstract aims to present the University of Hull's innovative model for widening participation in higher education through its level 4 university certificate in health and social care. The programme addresses access, success, and progression for students lacking formal qualifications. By offering comprehensive support and flexibility, it enables students to develop transferable skills, overcome barriers to higher education, and progress to undergraduate programmes. The model serves as an inclusive approach to addressing workforce shortages, particularly in health and social care, and highlights strategies for other institutions to replicate the success of this programme on a national scale.

Abstract

The University of Hull's level 4 university certificate in health and social care is a year-long, part-time programme designed to widen participation in higher education for students without formal qualifications. It provides a flexible learning pathway that enables students to develop skills, confidence, and knowledge, facilitating progression into undergraduate health and social care programmes. This model aims to address regional workforce shortages by cultivating a "grow your own" approach, where local individuals are trained to meet the healthcare needs of their communities.

Key features of the programme include comprehensive academic and pastoral support, which helps students from diverse backgrounds, including first-generation learners, navigate the challenges of higher education. The programme offers various modes of assessment and a blend of virtual and in-person learning opportunities, enhancing accessibility for students balancing work, family, or other commitments.

The programme has demonstrated a high qualification rate, with most graduates progressing to undergraduate studies at the University of Hull or other institutions. Additionally, many graduates remain in the local area, contributing to workforce sustainability. The success of the programme can be attributed to its inclusive approach, adaptable structure, and strong emphasis on student support.

The University of Hull's experience provides key recommendations for other higher education institutions, including leadership continuity, fostering widening participation, implementing targeted marketing, prioritising student feedback, and collaborating across institutions. This model demonstrates the potential of widening participation programmes to contribute to a more diverse and inclusive health and social care workforce.

Delegate Learning Outcomes

- Understand how widening participation initiatives, like Hull's level 4 certificate, promote access and success for students lacking formal qualifications.
- Identify key strategies that support students' progression to higher education and employment in health and social care.
- Recognise the importance of flexibility, inclusivity, and comprehensive student support in creating sustainable pathways to higher education.
- Apply lessons learned from Hull's model to develop or enhance widening participation programmes in other institutions.

- Evaluate the impact of localised educational initiatives on addressing workforce shortages, particularly within health and social care sectors.

Recommended Reading Titles

1. Connell-Smith A, Hubble S. (2018). Widening participation strategy in higher education in England.
2. Quality Assurance Agency. (2021). Access to Higher Education: statistics.
3. NHS Health Education England. (2014). Widening participation: it matters! Our strategy and initial action plan.
4. Russell E, Skinner MW. (2021). Developing rural insights for building age-friendly communities.
5. Shah M, Cheng M. (2018). Exploring factors impacting student engagement in open access courses.

Presenter biographies

Jayne Walker

Jayne is a registered nurse with the NMC (Adult Nurse; SCPHN; Community Practitioner V100 Nurse Prescriber). She began her career in 1996 as an Adult Nurse and transitioned into Midwifery in 1999. In 2005, she became a Specialist Community Public Health Nurse (Health Visitor) and earned her Practice Teacher qualification (2012. Jayne holds an MSc in Health Studies (Leadership and Education) and has been a Lecturer at the University of Hull since 2017, advancing to Senior Lecturer in 2022. She is Programme Lead for the Professional Nurse Advocate Programme and Joint Programme Lead for the MSc Healthcare Leadership (online) Programme.

A Senior Fellow of the Higher Education Academy and Fellow of the Institute of Health Visiting, Jayne champions perinatal and infant mental health. She is a steering panel member for local Schwartz Rounds and works with student groups, external partners, and healthcare organisations to ensure high-quality education and service evaluation.

Leonie Oxley

Leonie is a lecturer within the Adult Nursing Team at the University of Hull, contributing to various programmes including the University Certificate for Health and Social Care, BSc Nursing, and both BSc and MSc Midwifery. She serves as the module leader for Promoting Health and Preventing Ill Health (BSc Nursing) and Introduction to Health and Social Care Practice in the University Certificate Programme.

Leonie's passion lies in public health, where she is dedicated to improving health outcomes for individuals and families. Her expertise as a qualified Community Practitioner Nurse Prescriber allows her to bring real-world clinical knowledge into the classroom.

In addition to her teaching responsibilities, Leonie has supported and assessed students in clinical practice, bridging the gap between academic learning and professional application. Recently, she completed a Post Graduate Certificate in Practice Education, further enhancing her ability to mentor and educate future healthcare professionals.

An evaluation of a pilot Hybrid Post Registration Children's Nurse Education Programme.

Monday, 31st March - 11:30: 1.1 Post-reg education - sustaining and developing the nursing workforce - Oral - Abstract ID: 313

Mrs. Karen Grennan (HSE West North West), _Mrs. Siobhan Horkan_ (HSE West North West), Ms. Maryanne Murphy (Trinity College Dublin), Ms. Thelma Begley (Trinity College Dublin)

Aim Of Paper

This abstract aims to present the working collaboration between a higher education institute and two hospital groups, working together to deliver a successful post registration children's nursing education programme. The hybrid Higher Diploma in Children's Nursing programme was developed to answer the call for an innovative, flexible pathway to become a registered children's nurse (RCN). Utilising modern integrated teaching methods that can be replicated and or adapted. The programme has been successful in training and increasing the number of RCN's, whilst addressing inequalities in accessing children's nursing education that existed prior to 2022.

Abstract

Background

Children's healthcare is facing unprecedented changes due to increases in population demand, health reform and policy changes. Traditionally the post-registration pathway to registration as a RCN was limited to one location within the country. Undersubscription of available places on post registration RCN programmes has anecdotally linked to financial and lifestyle implications associated to relocating.

Innovation

In 2021 with the collaboration of key stakeholders from a third level education institute, regional and tertiary hospital groups the feasibility of the programme was determined. To provide cost-effective access to a post registration children's nursing programme, a hybrid model was used. This entailed combining face to face and virtual learning platforms to deliver theory and practice placements being facilitated mainly within the regional hospital group where students were employed. However, specialist placements unavailable at local level occurred within the tertiary hospital. The pilot programme ran between September 2022 and 2024, and included two student cohorts, one each academic year.

Analysis/Results

The success and impact of the Hybrid programme, was determined by evaluating its feasibility, key stakeholder experiences in addition to the curriculum taught. Key stakeholders included: students, clinical staff supporting the students, academic staff and members of the steering group. Collection tools used were surveys and focus group interviews. Evaluations reflect a strongly positive experience of the programme from all key stakeholders.

Crucially, the programme prepares students to fulfil the role of the children's nurse in accordance with national standards. The programme has trained fourteen RCN's. All returned back to the regional hospital workforce and would recommend the programme.

Recommendations

Disseminating the findings of this pilot programme facilitates:

- Replication, adoption and adaptation of this educational model by other healthcare groups, and branches of nursing educationnationally and internationally.
- Development of more RCN training opportunities.
- Addressing existing deficits of RCNs.

Delegate Learning Outcomes

- Explore factors determining the need for flexible pathways to post registration children's nursing education.
- Understand the concept of a hybrid model of a post registration children's nursing programme.
- Consideration of the regulatory steps required to develop and implement a Hybrid Post Registration Children's Nursing Programme.
- Consideration of the strategic partnerships required to develop and implement a Hybrid Post Registration Children's Nursing Programme.
- Discuss further development of the Hybrid Post Registration Children's Nursing Programme in its current context.
- Discuss the potential application of the Hybrid Post Registration Children's Nursing Programme to other areas.

Recommended Reading Titles

Brenner, M & Begley, T. (2019). Children's Nursing in Ireland: Opportunities and Challenges. *Comprehensive Child and Adolescent Nursing*, 42(2), 90–91.

Children's Health Ireland, (2021) *Leading the way: A National Strategy for the Future of Children's Nursing in Ireland 2021-31.* The Stationery Office, Dublin. Leading the Way A national strategy for the future of childrens nursing (hse.ie)

Nursing and Midwifery Board of Ireland (2018) *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (2nd Edition). (NMBI, Dublin.) NMBI - Children's nursing: NMBI standards and requirements

Presenter biographies

Karen Grennan

I am a dedicated children's and neonatal nurse who has nearly 20 years clinical experience. I have a passion to enhance patient experiences and outcomes through providing quality nursing education, ensuring the right skills are in the right place delivering the right care. I have been in my current position as the PRCN programme coordinator for the past 12 months.

Siobhan Horkan

My current role is Director of Nursing within the Women and Children's MCAN in West North West IRA. I have held several roles within children's nursing throughout my career and was also involved in an extensive evaluation of Children's Nursing in Ireland. I was a driving force behind the conception, design and delivery of a new education model based on needs identified by the evaluation of the children's nursing workforce, Leading the Way -A National Strategy for the Future of Children's Nursing in Ireland 2021-2031.

Reducing Restrictive practices In Acute Care Simulation Courses

Monday, 31st March - 12:00: 1.1 Post-reg education - sustaining and developing the nursing workforce - Oral - Abstract ID: 276

Ms. Antonia Winney (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Ms. Elaine Thomas (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Mrs. Anita Bignell (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Ms. Emma Baxey (Maudsley Learning -South London and Maudsley NHS Foundation Trust)

Aim Of Paper

A large teaching hospital in South London identified a need to improve the care of patients with mental health needs in the acute trust. The reducing restraint and improving safe practices in Acute care simulation training focused on reducing restrictive practices in acute settings with the aim of improving skills and knowledge in caring for mental health patients. The development of this was very timely and impactful, in an era where there has been an exponential increase in mental health related diagnosis, hence increased presentation of these individuals in the acute trust settings.

Abstract

The reducing restraint and improving safe practices in acute care courses were interprofessional and delivered online over 2 days. with a greater percentage being nurses, representative of the realistic workforce make-up Day one involved didactic teaching around common mental health presentations, de-escalation skills, the public health approach to reducing restrictive practices when working with mental health patients in the Acute Trust, legal frameworks, referral pathways, and personal wellbeing. Day two comprised of 4-5 simulated scenarios covering a range of common mental health presentations in the acute trust, including Delirium/agitation/psychosis: Emotionally Unstable Personality Disorder, Angry Relative scenario, Hypoxia and craving meds/cigarettes, Bipolar. The simulations involved specially trained actors as simulated patients to ensure consistency and to allow for improvisation in their responses to participants. Actors represented the diverse communities of South London, and Equality Diversity and Inclusion was considered from the development stages discussed in debriefs.

The nurse undergrad placement replacement course involved students recruited from two local universities. The two courses being described were evaluated with significant results from deliveries. For the reducing restraint and improving restrictive practices course, participants (n=65) completed a pre- and post-course questionnaire measuring their confidence in course specific skills and human factors skills, as well as collecting qualitative feedback on their experience of the course and intention to apply the learning. Participants (n=65) showed a statistically significant difference between their pre (M=90.40, SD=19.96) and post (M=100.03, SD=21.01) course human factors scores, t(64)=5.06, p<.001, CI[0.359, 0.891], with a moderate effect size of d=0.63. there was also a statistically significant difference between their pre (M=33.11, SD=6.18) and post (M=38.83, SD=4.59) course specific skills scores, t(64)=8.78, p<.001, CI[0.778, 1.393], with a large effect size of d=1.09.

Delegate Learning Outcomes

The course was effective at improving participants' self-efficacy in working with mental health patients. Improving knowledge, skills and confidence across disciplines and professions in Acute Trusts will resultantly enhance the quality of care that mental health patients from diverse backgrounds receive when requiring hospital care. The effectiveness of the course has been proved by its continuous roll out widely across acute hospitals in UK.

Recommended Reading Titles

1. Giandinoto, J. A., & Edward, K. L. (2014). Challenges in acute care of people with co-morbid mental illness. British Journal of Nursing, 23(13), 728-732.
2. Atkin K, Holmes J, Martin C (2005) Provision of care for older people with co-morbid mental illness in general hospitals: general nurses' perceptions of their training needs. Int J Geriatr Psychiatry 20: 1081–3
3. Perry, A., Lawrence, V., & Henderson, C. (2020). Stigmatisation of those with mental health conditions in the acute general hospital setting. A qualitative framework synthesis. Social science & medicine, 255, 112974.

Presenter biographies

Antonia Winney

Antonia Winney is a Simulation Nurse Tutor at Maudsley Simulation team. She initially joined as associate faculty and became a permanent member in July 2023. Anni has been working in Child and Adolescent Mental Health Services (CAMHS) since 2015. She started in SLAM adolescent inpatient services and later transitioned to Southwark CAMHS, where she dedicated several years to the looked after children's service. In this role, she collaborated with young people, foster carers, and social workers.

In her recent experience, Anni worked in the UAE, focusing on service development and nurse upskilling programs. She brings a wealth of knowledge and expertise to her role, with a specific interest in Trauma-informed care and the reduction of restrictive practices. Anni's commitment to mental health nursing and her diverse experiences make her a valuable member of the Maudsley Simulation team.

Elaine Thomas

Elaine Thomas is a Registered Mental Health Nurse, working in the Maudsley Learning Simulation Team. She has worked in SLaM NHS Foundation Trust for 14 years. She is particularly passionate about improving the experiences of people with psychosis, and spent a number of years in Early Intervention and Early Detection services for psychosis. Elaine is keen to design and deliver training that will build understanding, and inspire a range of healthcare professionals to improve experience and outcomes for mental health service users.

1.2 New approaches in pre-registration nurse and nursing associate education

"It has shaped my passion for nursing, research and evidence in practice": Integrating Historical Perspectives into Nursing Education at the University of Exeter.

Monday, 31st March - 11:00: 1.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 197

Mrs. Victoria Sadler (University of Exeter), Dr. Marie Clancy (University of Exeter), Mrs. Alex Kirk (University of Exeter)

Aim Of Paper

This presentation will demonstrate that incorporating global nursing history into the curriculum can enhance students' understanding of the profession and strengthen their professional identity. Incorporating a world-wide view of nursing history enables us to develop cultural humility in students and highlights a global approach to improvements. Future research will explore long-term impacts of historical education on students' career development, identity, patient care, and the use of arts-based practices in nurse education.

A Freedom of Information request aimed to highlight the depth and breadth of nursing history education across the UK and explore the rationale for its lack of inclusion.

Abstract

Understanding the historical context of nursing is crucial for developing a comprehensive view of the profession, improving critical thinking, and fostering strong professional identities. However, many institutions have removed nursing history from their curricula due to capacity issues and perceptions of irrelevance.

To build interest and relevance of nursing history, we used arts-based teaching-methods to explore its integration back into the curriculum. Arts-based teaching-methods have been found to improve observation and communication whilst enhancing empathy when confronting historic ideas and injustices that still shape the present.

Nursing history is woven through our MSci, with lectures, discussions, and interactive activities focused on key historical milestones and figures in nursing. Teaching methods include storytelling sessions exploring traditional Japanese methods of infection control and the development of Canadian methods of cold therapy, alongside the use of historical documents and artefacts. A new module helped us to create a curriculum in which students could express their understanding and connection to nursing history through creative methods such as painting, poetry, and prose. This module culminates in an art exhibition, where students are assessed not on their artistic prowess, but on their ability to 'think differently', with many students choosing to focus on historical themes.

Evaluations of twenty students across two cohorts detailed their understanding and knowledge of nursing history and their perception of the profession. Several themes emerged, including an appreciation of the development of nursing, a deeper insight into the rationale for nursing practice, a sense of their own role in shaping nursing today and the benefits of arts-based teaching in nursing history. Results indicated a significant positive outlook, with students expressing a deeper appreciation for the evolution of nursing and its impact on modern practice. Qualitative feedback highlighted the value of historical context in understanding current challenges and advancements in the field.

Delegate Learning Outcomes

1. Explain the context of how nursing history is currently taught in HEI and possible reasons for changes historically.
2. Explore the results of evaluations from our MSci and how the data can frame the development of teaching this topic.

3. Explore the use of a global lens to promote cultural humility in students and how this impacts students' perception of their role in history as well as the present.

4. Discuss the impact of utilising creative teaching-methods to support learning of nursing history in HEI as well as how this can be translated into clinical settings.

Recommended Reading Titles

Clancy, M. Kyle, R. Cracknell, K. and C. Kight. (in preparation) Enriching nursing practice through arts-based learning. The creation of an innovative module and art exhibition assessment. Nurse education Today.

Lait, M. (2000) 'The Place of Nursing History in an Undergraduate Curriculum', Nurse Education Today, 20(1), pp.395-400. DOI: 10.1054/nedt.2000.0477

Madsen, W. (2008) 'Teaching history to nurses: Will this make me a better nurse?', Nurse Education Today, 28(1), pp.524-529. DOI: 10.1016/j.nedt.2007.09.008

Presenter biographies

Victoria Sadler

Victoria is a Senior Lecturer at the Academy of Nursing and the Programme Lead for the MSci in Nursing programme. She is a co-module lead for the Clinical Academic Internship module and provides education and support to nurse learners across the 4 years of the programme.

Prior to joining the Academy in 2019 she has worked in a variety of clinical nursing roles both in the UK and abroad. She specialises in Older People's nursing and dementia.

Victoria has always had a keen interest in supporting learners to be able to become the best nurses they can. To encourage their skills, knowledge and practice and ensure that care is delivered with care and compassion. Through the use of historical figures in nursing Victoria helps students to learn from role models as we progress the nursing profession forwards.

Not running before you can walk- A novel approach to support student nursing associates develop academic confidence and writing skills.

Monday, 31st March - 11:30: 1.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 237

Dr. Rose Webster (Leicester,Leiestershire and Rutland school of Nursing Assosciates), Ms. Leigh Cowell (Leicester,Leiestershire and Rutland school of Nursing Assosciates)

Aim Of Paper

This presentation highlights how theoretical concepts, student feedback and outcome data has helped to inform the development of a structured approach to learning designed to enhance academic confidence and the development of academic writing in student nursing associates.

The presentation shows how our students are incrementally exposed to the key concepts of academic writing and how this is reinforced through experiential learning. It highlights how feedback is used to support students develop an initial piece of writing into a theme that is submitted as part of their first summative assignment.

Abstract

Background

Student Nursing Associates undertake a two year, apprenticeship, level 5 programme of study towards a Foundation Degree. Our learners come from diverse demographic backgrounds with the majority being new to higher education and its associated academic demands (Coulson 2019).

Pre-programme workshops, introduced in 2021, have evolved to become a mandatory part of our student journey. One of their aims is to give prospective learners a platform to ask questions and highlight concerns. Students identify a general lack of confidence, particularly in relation to academic writing. This is supported by evidence from an academic confidence scale completed at the start of the programme, assignment grades and by the literature (Firth 2023).

Our Programme

The pre-programme workshops introduce the concept of academic writing. Prospective students are given three journal articles to read to introduce them to the concept of reading with a purpose and write 500 words on a topic which subsequently forms a theme for their first summative assignment. Individual feedback is given and key concepts of tone, structure and joining a conversation within a community of nursing practice are discussed. When students start the programme their induction includes academic days where key concepts are translated into practice, including literature searches, deciding what to read, reading with a purpose, developing a reading log and exploring what makes writing academic. Students discuss their reading log with their academic assessor prior to redrafting their initial piece of writing as a formative assessment. Individual feedback and on-going tutorial guidance supports further development of their writing into a theme for the summative assignment.

Outcomes

Data will be presented on student academic confidence and achievement. For example, there is a trend for Increased first time pass rate for the first module of the programme. Subjective evidence from student feedback and workshops will also be highlighted.

Delegate Learning Outcomes

Delegates will understand how a novel, constructivist approach to learning that involves incrementally exposing students to key concepts of academic writing can improve confidence and achievement

Delegates will understand how structured feedback can facilitate experiential learning and feed forward to support students translate what they are learning about academic writing into practice

Delegates will appreciate how input from student experience, objective outcome data and discussion and debate within a teaching faculty can be used as evidence to inform the on-going development of a programme designed to improve student nursing associates academic confidence, particularly in the development of academic writing skills.

Recommended Reading Titles

Coulson, A. (2019) Development of an innovative education programme for nursing associates. *Nursing Times*, 115(9),pp 45-47.

Firth, D.H. (2023) The trainee nursing associates' experience of academic learning: the first 6 months. *British Journal of Healthcare Assistants*, *17*(10), pp.362-370.

Nursing and Midwifery Council (2018) Standards of proficiency for nursing associates. London, NMC.

Sander, P. and Sanders, L. (2009) Measuring academic behavioural confidence: the ABC scale revisited. *Studies in Higher Education*, *34*(1), pp.19-35.

Presenter biographies

Rose Webster

Rose Webster joined the Leicester, Leicestershire and Rutland (LLR) FDSc programme with over 25 years as a cardiac nurse and ten years in professional development. She has a background in nursing research and her doctoral thesis explored the lived experiences of health care assistants new to working in an acute hospital setting. Rose leads on the Evidence Based Practice module of the FDSc programme and she has an interest in developing learner's academic confidence and study skills.

Leigh Cowell has been a clinical children's nurse for over 25 years with experience in palliative and cardiac care as well as professional development . She is proud to continue to work clinically alongside her teaching role. Leigh leads on the first module of the programme - Professional Values and Scope of Practice and she has a particular interest in facilitating learner's transition into higher education.

The TrACEs Project: Viewing a BSc in Nursing through a trauma-informed lens

Monday, 31st March - 12:00: 1.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 243

Ms. Keri Thomas (Aberystwyth University), Ms. Lisa Kinsella (Aberystwyth University), Mr. Asa Galeozzie (Aberystwyth University), Ms. Ayesha Jones (Aberystwyth University), Mr. Robert Adams (Aberystwyth University), Mr. Carlos Alonso-Gabizon (Aberystwyth University), Ms. Mirain Breese (Aberystwyth University)

Aim Of Paper

Trauma informed care recognises the need for universal, person-centred approaches to understanding, preventing, and supporting the impacts of trauma and adversity via the development of relationship-focused, resilience, and strength focused practice. Students from the BSc in Adult and Mental Health Nursing worked with mental health practitioners within the teaching cohort to advocate for Adverse Childhood Experiences (ACEs) informed communities, and to set up targeted interventions, supported by resources. The project's aim was to build a student community of best practice (CoP), develop activities to teach, and to raise awareness, which enable student nurses to care through a trauma informed lens.

Abstract

A student-led Special Interest Group (SIG) was established, augmented by lecturers from the BSc in Mental Health Nursing, to steer the group's trajectory, and weekly meetings were held to inform on new findings in clinical practice. A web-based resource and accompanying leaflet were created, supported by ACE Hub Wales and Trauma Stress Wales, to inform the wider student body, and healthcare professionals within the local health board, of ACEs and their impact on the healthcare needs of service users. Activities included the development of an on-campus garden, 'Green Gatherings', accessible by staff and students, which will eventually be utilised by service users and members of the local community via third sector partners as a form of social prescribing. Due to the work of the SIG and student coordinators, a framework for trauma-informed care has been embedded across the 3-year nursing degree. Information on the web-based app, and the workbook, will be shared with student nurses on the course to enable them to take the workbook out into placement organisations and further promote the All-Wales Tr-ACE Agenda. Members of the SIG will present at a HEIW/Heads of Schools meeting in the hope that the work will be adopted across 9 other universities in Wales, further promoting the Tr-ACE Framework. The SIG has also expanded its membership from the new student cohort, and discussion is ongoing as to the development of further targeted interventions.

Delegate Learning Outcomes

The present work expands the knowledge base on the benefits of targeted interventions to mitigate the effects of ACEs and shows how the complex toolkit delivered to student nurses must include trauma informed practice

Recommended Reading Titles

Not applicable

Presenter biographies

Lisa Kinsella

A registered Mental Health Nurse, registering with the NMC over twenty years ago, Lisa studied Systemic & Family Psychotherapy at the renowned Barnardo's Family Institute in Cardiff, and gained a PGDip at the University of Glamorgan. As Field Lead, module coordinator and lecturer for Mental Health at Aberystwyth University she

leads for Tr-ACE within the Healthcare Education Department (HEC, coordinating the social prescribing garden project 'Green Gatherings' and co-leading for Mental Health Simulation and HENA (Healthcare Education Network Aberystwyth), advocating service user involvement in the nursing curriculum, student-led projects, SSEs, and HEC events. She works to ensure all student nurses are 'Trauma-Aware' upon registration, promoting the work of TSW and ACE Hub Wales to ensure Wales becomes a Trauma aware nation. Having initiated a 'Special Interest Group' with students, she worked with Ace Hub Wales to co-produce a CPD Postgraduate module which will ensure all qualified healthcare professionals become 'Trauma-Skilled'.

1.3 International nurse education / Sustaining and developing the nursing workforce

Pastoral support for international nurses in the United Kingdom

Monday, 31st March - 11:00: 1.3 International nurse education / Sustaining and developing the nursing workforce - Oral - Abstract ID: 89

Mrs. Chinenye Ubah (Anglia Ruskin University), Dr. Sally Goldspink (Anglia Ruskin University), Dr. Samson Tsegay (Anglia Ruskin University)

Aim Of Paper

The scoping review aims to map the existing evidence on pastoral support provided to internationally educated nurses (IEN) in the United Kingdom, identifying current gaps and informing future research and development needs.

Abstract

Background: International recruitment of nurses from non-European countries has intensified over the years due to the increasing workforce demand in health care. Internationally educated nurses require pastoral support to adapt to working in the United Kingdom. Pastoral support is aimed at supporting nurses with Nursing and Midwifery Council registration, fitness to practice, understanding the local culture, career progression, and promoting retention. However, International nurses face significant challenges some of which pastoral support is aimed to address. This therefore raises a question about how pastoral support for international nurses is practiced in the United Kingdom.

Methods: A scoping review method was conducted to understand the existing pastoral support practices and gaps.

Results: There is evidence on current practices, the challenges, and outcome criteria for successful pastoral support in the existing literature. This study also reveals evidence on how early pastoral support can fortify the nurses or deskill them. Finally, it revealed significant gaps and disparities in the support received by overseas nurses.

Conclusions: Although the overseas nurses' experience of the previous Adaptation programme has been explored, evidence on the current pastoral support practices is mostly found in policy guidelines, trainers' reports, and opinion pieces. Since the commencement of the current NMC test of competence in 2014, the voice of international nurses is yet to be heard on pastoral support. This scoping review suggests that there is a difference in understanding of pastoral support practices. Therefore, the perspectives of specific groups such as African nurses, Indian, Philippine nurses, should be explored on this issue.

Delegate Learning Outcomes

1. Explain the concept of pastoral support in the context of internationally educated nurses (IENs).

2. Critically evaluate the existing evidence on pastoral support practices for IENs in the UK.

3. Identify gaps and inconsistencies in current pastoral support practices.

4. Propose areas for further research to address the identified gaps and improve pastoral support for IENs.

Recommended Reading Titles

Garside, J.R., Newton, D., Pressley, C.D., Mejia-Olivares , C. and Stephenson, J. (2023). *International nurses and their initial integration into NHS England's healthcare workforce: a population analysis.* [online] Available at: https://www.hud.ac.uk/media/assets/document/hhs/UoH_InterNurses_DigiBrochure_Stg4_Web.pdf.

Health Education England (2020). International Nurse Recruitment Best Practice Guide. [online] Available at:

https://www.hee.nhs.uk/sites/default/files/documents/CapitalNurse%20International%20nurse%20recruitment%20best%20pr

Iheduru-Anderson, K. C. and Wahi, M. M. (2018) 'Experiences of Nigerian internationally educated nurses transitioning to united states health care settings', Journal of Transcultural Nursing: Official Journal of the Transcultural Nursing Society, 29(6), pp. 603–610. doi: 10.1177/1043659618766225.

NMC (2022a). *More support needed for international nurses and midwives - The Nursing and Midwifery Council.* [online] www.nmc.org.uk.Availableat:https://www.nmc.org.uk/news/news-and-updates/more-support-needed-for-internationalnursesandmidwives/#:~:text=The%20Nursing%20and%20Midwifery%20Council%20%28NMC%29%20is%20o

Presenter biographies

Chinenye Ubah

Chinenye Ubah, BNSc, MSc, PGCert HE

Lecturer in Adult Nursing & Postgraduate Researcher

Anglia Ruskin University

Biography:

Chinenye Ubah is a dedicated nursing professional with a passion for education and research. Qualifying as a registered nurse in 2013, she gained valuable experience in medical-surgical nursing, gastroenterology, and clinical education. In 2017, Chinenye transitioned to academia, becoming a University first at Abia State University Nigeria and currently at Anglia Ruskin University.

Chinenye holds a Master's degree in Medical-Surgical Nursing and a Postgraduate Certificate in Higher Education. Currently, she is pursuing her Professional Doctorate, investigating the experiences of pastoral support among black African international nurses.

Her research interests focus on workforce development, retention, and health beliefs, aiming to inform evidence-based practices. Chinenye's expertise spans clinical education, practice development, and cultural competence in healthcare.

Impact of combined approach in training international nurses taking the Adult and Child NMC test of competence.

Monday, 31st March - 11:30: 1.3 International nurse education / Sustaining and developing the nursing workforce - Oral - Abstract ID: 148

Mrs. Ranjana Andrews (CAMBRIDGE UNIVERSITY HOSPITAL)

Aim Of Paper

To evaluate the impact of combining the training for international nurses attempting the adult and child Test of competence exam in terms of learner satisfaction , utilization of training resources and first attempt pass rates.

Abstract

Background

The Child test of competence (Toc) training programme has been implemented since 2021 to support internationally recruited nurses undertaking the NMC OSCE exam required to obtain an NMC registration. The number of nurses completing the Child Toc are small in proportion compared to adult nurse counterparts. Typically the ratio is around 1:11 child: adult nurses arriving each month having trained 310 nurses in the last year.

With the aim of reducing teaching time and improvement of classroom resources a blended approach to training was taken to combine both adult and paediatric training where appropriate. A review was produced to evaluate the effectiveness of this change.

Method

An online evaluation survey and interview using a pre structured questionnaire was conducted among 29 internationally educated paediatric nurses recruited over the last two years .It reviewed student satisfaction alongside pass rates and teaching hours.

Results

An average of two candidates per cohort resulted in a saving of 40 hours of teaching time. Pass rates remained static (55%) at first attempt which is well above national average. The evaluation survey showed that respondents agreed there was similarity in concepts for learning Toc and improvement in wellbeing by joining classes (80%). However the importance was still recognised in allocating protected time for paediatric specific sessions (100%).

Conclusion

Due to high levels of satisfaction and maintenance of pass rates it has been possible to provide the same high quality of training utilising a blended approach. Sessions are run separately where appropriate acknowledging the difference in expectations between adult and child exam. This has improved classroom utilisation and resources available across the Toc program. Furthermore it was also recognised that the facilitator should be suitably prepared to deliver both adult & child ToC training.

Delegate Learning Outcomes

- Recognise the impact of using blended approach to teaching different streams of nursing
- Appreciate effective use of teaching personnel and resources in planning the training program
- Evaluate learner satisfaction and test outcomes by changing the training program

Recommended Reading Titles

Not applicable

Presenter biographies

Ranjana Andrews

I am working as a Clinical Education Facilitator in the University hospital NHS trust and have developed and led the paediatric training program for international nurses recruited over the last three years..

Introducing the 'Purple Butterfly Model of Care' as a sustainable educational strategy to improve staff confidence, knowledge and wellbeing, when caring for adult patients at end of life in a London NHS Heamatology ward.

Ms. Lucinda Reeves (Imperial College Healthcare NHS Trust), _Mrs. Lucia Meneghelli_ (Imperial College Healthcare NHS Trust)

Aim Of Paper

End of life care (EoLC) is everyone's business (Leadership Alliance for the Care of Dying People 2014*)*; clinical and non-clinical staff require the skills and confidence within their different roles, to have a collective responsibility to do their part.

This paper aims to introduce the innovative EoLC educational strategy, that underpins the 'Purple Butterfly Model of Care' (PB Model). It acknowledges the challenges associated with introducing a quality improvement initiative, recognizing the stigma associated with death and dying, valuing cultural diversity whilst seeking a collaborative and creative approach within the current NHS climate.

Abstract

Healthcare professionals are expected to deliver excellent EoLC, however access to EoLC education is variable regardless of their role and seniority. The limited resources and the current NHS workforce crisis may be seen as challenges to release staff to attend formal study days. Therefore, educators need to be innovative and inclusive to promote sustainable educational strategies.

The 'PB Model' supports the provision of high standard individualised care for dying patients, whilst promoting the well-being of those important to them, empowering the staff willingness to go the extra mile, promoting dignity and compassion at EoL.

The Heamatology ward was chosen due to their engaged EoLC champions and a need to upskill the team's knowledge and confidence, reflecting the number of deaths within this ward.

A pre-training survey was completed, capturing the staffs' level of knowledge and confidence, whilst identifying areas requiring additional teaching.

The EoLC Education team provided six weeks of 'bitesize' sessions. Organisational considerations included capturing night shift workers, lack of protected study time and maintaining patient safety whilst facilitating a 30 minute ward training opportunity. A target of 60% trained substantive staff was achieved, in addition to the multidisciplinary team and non-clinical staff who visit the ward.

The post-training staff survey and the user feedback data will be collected in due course.

The completion of 71 pre- training surveys identified:

- 'Syringe driver training', 'supporting family', 'symptom management' as the topics to provide additional training.
- 20% staff couldn't refer to the Specialist Palliative Care Team.
- 35% staff couldn't find EoLC resources.

At present, 67% of substantive staff have been trained and the 'PB Model' has been used with four EoL patients. Adopting a flexible and an innovative approach to learning has demonstrated to be successful in overcoming organisational challenges, and reducing the stigma associated with EoLC, whilst upskilling healthcare staff.

Delegate Learning Outcomes

To describe the 'Purple Butterfly Model of Care' as an innovative and inclusive teaching strategy to support the needs of the current workforce to deliver a high standard of EoLC.

To identify areas of innovations and good practice which can inform future learning opportunities.

To understand that EoLC is everyone's business requiring a multidisciplinary approach.

Recommended Reading Titles

Health Education England (2019) *End of Life Care Learning Outcomes*. Available at: leedspalliative-care.org.uk/seecmsfile/?id=299

Leadership Alliance for the Care of Dying People (LAftCoDP) (2014). *One Chance To Get It Right (OCR). Improving people's experience of care in the last few days and hours of life*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/323188/One_chance_to_get_

National Palliative and End of Life Care Partnership (2021) *Ambitions for Palliative and End of Life Care (*APEoLC)*: A National Framework for Local Action 2021 – 2026*. Available at: https://www.england.nhs.uk/wp-content/uploads/2022/02/ambitions-for-palliative-and-end-of-life-care-2nd-edition.pdf

Presenter biographies

Lucinda Reeves

RN, BSc (Hons) Adult Nursing degree

End of Life Educator and Improvement Practitioner

Lucinda qualified in 2014, having worked for ten years as an ICU nurse, starting at the John Radcliffe Hospital, Oxford, followed by St Mary's Hospital ICU, London where she obtained the role of Clinical Practice Educator, which opened the door to a career within education.

In January this year, Lucinda was successful at joining the newly developed End of Life Education and Improvement Team at Imperial, championing high quality end of life care through a sustainable and innovative educational strategy, for all clinical and non-clinical staff. The role includes auditing, monitoring and a data driven approach.

Lucinda has completed the Improvement Practitioner Course and End of Life Care and Symptom Management Postgraduate course. She is looking forward to attending her Advanced Communication training and aims to complete a PG Cert in Practice Education in the near future.

Lucia Meneghelli

RN, BSc (Hons) Adult Nursing degree, PG Cert in Practice Education

Team Lead for End of Life Education and Improvement, Imperial College Healthcare NHS Trust

Associate Lecturer, Buckinghamshire New University

Lucia started her nursing career in the ICU at Harefield Hospital. She developed an interest in Palliative Care which led her to become a CNS in Specialist Palliative Care. Lucia has initiated projects, such us the withdrawal of life sustaining treatment in ICU and the early involvement of palliative care for patients on ECMO which she presented at EuroElso 2023, winning the Young Investigator Elso Award.

Lucia is passionate about education and sharing knowledge. She is currently the team lead for the End of Life Care education & improvement at Imperial College Healthcare NHS Trust. Lucia has been supportive in service development, responding to patient and family needs.

Lucia is also an associate lecturer at Buckinghamshire New University.

1.4 Sustaining and developing the nursing workforce

A collaborative approach to training the nursing workforce

Monday, 31st March - 11:00: 1.4 Sustaining and developing the nursing workforce - Oral - Abstract ID: 250

Dr. Bernie (Bernadette) Keenan (Birmingham City University), Dr. Ruth Pearce (University Hospitals Birmingham NHS Foundation trust)

Aim Of Paper

A fundamental part of the persistence of poor care practices lies in the failure to translate knowledge to practice, which is a continuing cause of concern within health care environments (National Institute for Health Research. 2017).Representatives from the 3d sector, academia and an NHS trust are involved in a collaborative project which attempts to bridge the research practice divide. This project attempts to to provide and evaluate the effectiveness of a 2 day CAIT training programme in developing the skills and confidence of nursing staff working on general medical wards, in caring for people with cognitive impairment and complex needs.

Abstract

This on-going project is the result of a collaboration between University Hospitals Birmingham NHS Trust, Birmingham City University and service user representation in the form of the 3d sector organisation The West Midlands Institute of Ageing & Health (who have funded this project). This initiative seeks to provide a 2 day CAIT training programme for nursing staff working on general medical wards at University Hospitals Birmingham NHS, and evaluate it's effectiveness via pre and post session questionnaires. The results will be triangulated against longitudinal secondary data routinely collected by the Trust, such as the Patient Interaction and Engagement

(P.I.E.) scores (Royal College of Psychiatrists 2011), readmission rates and environmental audits on the wards where the staff work. 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 this area that will be disseminated and shared more widely. This initiative fits well into the concept of Praxis, acting upon existing conditions in order to change them, with knowledge derived from practice and practice informed by knowledge in an on-going process (Lather 1986), which fits well into the change management process.

Delegate Learning Outcomes

To inform delegates about an on-going collaborative training initiative that attempts to address the research-practice divide.
To encourage the delegates to reflect on new ways of working to meet the training needs of the NHS workforce.
To discuss the initial findings of the evaluative research.
To offer replicable models both of collaborative working and of collaborative research.

Recommended Reading Titles

References
Lather, P. (1986). Research as Praxis Harvard Educational Review. 56.3:257-277
National Institute for Health Research (2017) Nurse-led research key to furthering best practice among profession. Available at; www.nihr.ac.uk/news/nurse-led-research-key-to-furthering-best-practiceamong-the-profession
Royal College of Psychiatrists (2011). Report of the National Audit of Dementia Care in General Hospitals. Editors: Young J, Hood C, Wooley R, Gandesha A and Souza R. London: Healthcare Quality Improvement Partnership

Presenter biographies

Bernie (Bernadette) Keenan

Bernie has extensive clinical experience as an adult nurse, specialising in the care of the acutely ill older person, and has developed a specialist expertise in the care of older people with dementia. In this field she has held the posts of Clinical nurse Manager, Clinical Nurse Specialist, and Senior Nurse for Elderly Services.

Bernie currently holds the post of Senior Lecturer at Birmingham City University where she has been the module lead for a number of postgraduate and undergraduate modules and programme lead for the Case Management of Term Conditions course. In addition she has held the post of Chair of the West Midlands Institute of Ageing & health, and as Nursing Lead on the Birmingham and Black Country Comprehensive local research Network. Currently she is editor of the journal 'Ageing & Health' and associate editor of the journal 'Evidence based nursing'.

Clinical supervision: sustaining and developing the nursing workforce

Monday, 31st March - 11:30: 1.4 Sustaining and developing the nursing workforce - Oral - Abstract ID: 254

Ms. Suzanne Lake (NHS Education for Scotland), Prof. Claire McGuinness (Scottish Government), Dr. June Brown (NHS Grampian)

Aim Of Paper

The abstract presents the 'Once for Scotland' approach to clinical supervision (CS) currently being implemented for the nursing and midwifery (NM) workforce within NHS Scotland. It outlines how through collaboration with, and learning from, practice partners, and also the application of research evidence, national frameworks were developed to support the implementation of a Scottish CS model. It also describes how continued collaborative working is facilitating embedding of the frameworks in practice to ensure nurses, midwives and support workers can participate in clinical supervision, wherever they work. Moving forward the collaboration will also include our social care partners.

Abstract

Given the pressures within healthcare services, the nursing and midwifery (NM) workforce is facing a range of challenges that have the potential to adversely affect their ability to provide optimal care, maintain job satisfaction, and ensure personal well-being. These factors contribute to stress, burnout, staffing shortages, and overall declines in the quality of care. Evidence confirms that CS plays a crucial role in supporting professional development and maintaining emotional and psychological well-being. It also plays a pivotal role in improving workplace culture by fostering a more supportive, collaborative, and reflective environment. Several key reports have emphasised the need for structured supervision, particularly where failures in patient care have been identified.

The concept of CS is not new, particularly in mental health and midwifery where a form of supervision has long been a requirement. However, NHS Scotland is committed to embedding timely, effective and structured CS for all nurses, midwives and clinical support workers. To achieve this ambition, through collaboration across a range of organisations, we have developed national frameworks to guide implementation and practice. The evidence-based and outcome-focused approach aims to optimise not only engagement with CS, but also the efficacy and positive outcomes of CS practice.

The frameworks, underpinned by Proctor's functions, describe the Scottish model of clinical supervision. They:

- promote a flexible approach to practice
- place the practitioner as learner at the centre of the process
- enable practitioners to take ownership of their development and support needs.

This individualised approach aims to facilitate learning experiences that meet the diverse workforce needs. To ensure the focus remains on outcomes over process we have worked with the developers of the renowned Manchester Clinical Supervision Scale[4] to adapt it for use with the national frameworks. This tool evaluates the effectiveness of CS implementation based on the supervisee's experience.

Delegate Learning Outcomes

1. Outline the functions and benefits of clinical supervision
2. Describe development of the clinical supervision national frameworks for nursing and midwifery in Scotland

3. Reflect on how the frameworks' support supervisees to take ownership of their professional development and support needs
4. Explore the benefits and challenges of promoting flexible application of the Scottish model in practice
5. Discuss the benefits of the collaborative approach to supporting implementation
6. Reflect on the benefits of harnessing the supervisory potential across all levels of the career framework
7. Describe how the efficacy of implementation will focus on outcomes over the process

Recommended Reading Titles

West M, Bailey S, Williams E (2020) The courage of compassion. Supporting nurses and midwives to deliver high-quality care.

Martin P, Lizarondo L, Kumar S,Snowdon D (2021) Impact of clinical supervision on healthcare organisational outcomes: A mixed methods systematic review.

NES (2023) Clinical supervision National Framework for Nursing in NHS Scotland

Proctor, B (1987) Supervision: a cooperative exercise in accountability. Enabling and Ensuring: Supervision in Practice.

White E and Winstanley J (2011) The MCSS-26©: Revision of the Manchester Clinical Supervision Scale© using the Rasch Measurement Model.

Presenter biographies

Suzanne Lake

Suzanne registered as a midwife in 2000 and worked in a broad range of clinical settings before moving into education as a clinical skills facilitator at the University of Stirling. After gaining extensive experience in lecturing and curriculum development, Suzanne joined the Practice Education team at NHS Forth Valley before moving to NHS Education for Scotland, where she is a senior educator with the Practice Education and Pre-registration team. Current portfolio responsibilities include providing professional leadership for the East region nursing and midwifery practice education partnerships, professional lead for the Practice Educator National Network, and lead for clinical supervision for the nursing and midwifery workforce.

Claire McGuinness

Claire is currently working nationally to influence nursing and midwifery education policy and decision-making. Extensive experience as a senior lecturer in higher education. Skilled in research, e-learning and quality assurance, combined with enhanced knowledge and experience of professional regulation. Strong education professional with a Doctor of Philosophy. PhD focused on developing a greater understanding of teaching others to teach in practice and exploring the way in which influence was exerted through persuasion. PhD thesis title – 'Made in my Image - A grounded theory of mentorship through persuasion and influence'.

June Brown

June is a learning disability nurse with over 30 years' experience. She has had a varied career working in both hospitals and community as well as education and leadership roles. June has worked as the Professional Advisor to the Chief Nursing Officer Directorate in Scottish Government. She also worked as the Consultant Nurse, Service Manager and Clinical Director. June's first wider strategic post was as the Associate Nurse Director before having a three year career break that saw her living and working overseas. June has a doctorate in nursing and has a professional passion for person-centred practice.

Legacy Nurse Mentoring; helping the workforce to thrive. A Service Evaluation

Monday, 31st March - 12:00: 1.4 Sustaining and developing the nursing workforce - Oral - Abstract ID: 128

Mrs. Leanne Walford (The Royal Wolverhampton NHS Trust and Walsall Healthcare NHS Trust), Dr. Analisa Smythe (The Royal Wolverhampton NHS Trust and Walsall Healthcare NHS Trust)

Aim Of Paper

To understand the impact of the Legacy Nurse role on the legacy mentors themselves, their mentees and the mentees' managers, and to provide recommendations to support future investment and development. There have been no studies exploring the experiences of mentees and their managers or measuring the impact of the legacy role on staff retention, although support in the workplace is associated with lower intent to leave (Twigg, and McCullough, 2014).

Abstract

In response to nursing shortages in the UK, the NHS Long Term Workforce Plan focuses on retaining existing talent. Legacy mentors are experienced nurses, usually in their late career, offering coaching, mentoring, and pastoral support to staff who are often at the start of their careers.

Background

Experienced nurses can enhance quality of care and improve staff retention through sharing their expertise. There is little evidence exploring the impact of legacy mentors in practice.

Design

The evaluation was conducted following the first stages 'Design and Discover' of the qualitative design 'Appreciative inquiry'. Three focus groups were conducted, transcripts were analysed using thematic analysis.

Findings

Three themes emerged from the data: Characteristics and Qualities, Challenges associated with the role and Outcomes of the role.

The legacy mentor role has clear benefits for the legacy mentors themselves and for those they mentor.

Valuing the experienced and mature workforce enables transfer of skills and values.

The findings imply organisational benefits for staff morale, retention and quality of care.

More research is required to explore outcomes using the subsequent phases of appreciative enquiry, 'Dream and Design' to establish how this initiative could be reflected in future nursing policy and implemented more widely.

Conclusion

The success of the project was dependent on quality of relationships that the legacy mentors initiated. The mentors' interpersonal skills and experience enabled them to overcome barriers associated with implementing the role. Their competence and experience, and key attributes such as communication and listening skills, respect and empathy allowed mentees to accept and welcome guidance. Other requirements for success included flexibility, clear and consistent communication about the role, and mutually agreed expectations about the outcomes, process, and commitment required from manages, mentees and mentors. The findings may offer useful work insights into the role for organisations considering implementing a similar project.

Delegate Learning Outcomes

Identify the impact of the Legacy Nurse role on the legacy mentors themselves, their mentees and the mentees' managers.

Recognise the organisational benefits associated with the Legacy Nurse Mentor role.

Identify factors that contribute to the successful implementation of the Legacy Nurse Mentor role within the organisation.

Identify lessons learnt and next steps when implementing the Legacy Nurse Mentor role.

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): 153–158.

NHS Wessex (2023) Legacy Mentoring Pilot for Cancer Clinical Nurse Specialists. https://wessexcanceralliance.nhs.uk/legacy-mentoring/

NHS England (2023) NHS Long Term Workforce Plan Brief guide from NHS England – June 2023.

Twigg, D. Kylie McCullough, K. (2014) Nurse retention: A review of strategies to create and enhance positive practice environments in clinical settings. International Journal of Nursing Studies, 51, Issue 1, 85-92.

Presenter biographies

Leanne Walford

Leanne qualified as an Adult Nurse in 2006 and has worked in education for over 13 years. She has had a significant role in recruiting and supporting Internationally Educated nurses and successfully implemented a transition programme within the organisation.

Leanne was appointed as Senior Matron for Workforce Education covering the Royal Wolverhampton NHS Trust and Walsall Healthcare Trust in 2022; the role covers the wider workforce education agenda.

1.5 Leveraging technology in nurse education

BioLeaP - Enhancing Bioscience Learning in Nursing Education

Monday, 31st March - 11:00: 1.5 Leveraging technology in nurse education - Oral - Abstract ID: 149

Mr. Kelvin McMillan (University of Birmingham)

Aim Of Paper

Bioscience learning within pre-registration nurse education has consistently been viewed as complex and difficult to learn nationally, reducing motivation to learn. The presentation will highlight the significance of how alternate reality games can increase motivation to learn, increasing confidence on using bioscience knowledge during clinical decision making.

Abstract

Bioscience learning within pre-registration nurse education typically incorporates anatomy, physiology and pathophysiology, with additional recognition for inclusion of pharmacology, microbiology and biochemistry. Increasing understanding within bioscience helps nursing students apply scientific principles to patient care, including improving competency in clinical skill delivery and improving evaluation of care to promote person-centred care.

However, the complexity and volume of bioscience learning has been an ongoing concern within nursing students. Many nursing students struggle to find the relevance of bioscience theory within clinical practice, which can further impact progression within a pre-registration nursing programme. Furthermore, concerns of nursing students not requiring a science-based subject as part of university entry requirements raises concerns that affected nursing students will be disadvantaged or/and have reduced retention of bioscience knowledge.

The Bioscience Learning Platform (BioLeaP) is a digital gamified resource designed to support bioscience learning within pre-registration nurse education. BioLeaP's primary function is to incorporate unique game-design approaches to motivate nursing students to enhance their bioscience knowledge, helping to improve clinical decision-making within healthcare settings. BioLeaP uses alternate reality to enable unique and accessible learning experiences to encourage a state of flow; a state when a participant experiences a sense of deep immersion and intrinsic motivation.

Key findings include enhanced learning for nursing students who have not had recent exposure to science as a topic, stating they were able to learn from scratch more easily, whilst feeling motivated to learn outside lectures thanks to the inclusion of games. Another key finding was the increasing level of confidence within bioscience application, made evident in positive anatomy and physiology quiz and module assessment results.

BioLeaP so far is showing encouraging results on nursing student's ability to retain key bioscience knowledge, with further research planned to measure BioLeaP's long-term impact on clinical decision making.

Delegate Learning Outcomes

- To discuss the current challenges of teaching bioscience within pre-registration nursing curricula.
- To explore the impact of alternate reality game design on motivation to learn and retention of knowledge, focusing on bioscience learning
- To present results of BioLeaP's current impact on nursing students.
- To propose future research considerations when evaluating long-term impact of alternate reality game design within pre-registration nursing curricula.

Recommended Reading Titles

Not applicable.

Presenter biographies

Kelvin McMillan

Kelvin is an assistant professor in children's nursing at the University of Birmingham. He teaches across the pre-registration and post-registration nursing programmes at the university, contributing to bioscience teaching, clinical skills, fundamentals in children's nursing and clinical management of acute and chronic conditions. Kelvin has a keen interest in teaching innovation within nurse education, exploring how game design can enhance learning within pre-registration nursing education. Kelvin is currently a PhD student exploring the long term impact of alternate reality game design on bioscience learning within pre-registration nurse education. Kelvin was nominated for Educator of the Year at the Student Nursing Times Awards in 2021 for his innovative teaching practice.

A National Oncology Pathways Digital Clinical Placement

Monday, 31st March - 11:30: 1.5 Leveraging technology in nurse education - Oral - Abstract ID: 169

Ms. Alison sanneh (The Christie Hospital, NHS), *Mr. jason simons* (The Christie Hospital, NHS), *Ms. Hanna Simpson* (The Christie Hospital, NHS), *Dr. Peter Mackereth* (The Christie hospital)

Aim Of Paper

One in two people in the UK are affected by cancer. All disciplines of Nurses are required to meet a National Standard of Care, outlined by the ACCEND national framework and Nursing Standards of Proficiency. Specialist cancer hospitals do not have the capacity to host the numbers of learners who are required to access cancer clinical education.

This paper outlines an innovative and transformational Digital Clinical Placement that has addressed accessibility in cancer clinical education. This virtual placement has offered a high quality experience to thousands of learners with impressive evaluations from a wider range of stakeholders.

Abstract

One in two in the United Kingdom are affected by cancer. Care affects diverse individuals and communities across the full cancer continuum. Clinical care largely falls to nurses working across health and social care systems.

Nurses are required to have good insight, knowledge, and capability in all areas of practice. This includes cancer prevention, community risks, cancer treatments, personalised management of treatment toxicities, end of life care and survivorship. People of all ages and backgrounds are affected by cancer, which increase complexity in care episodes.

The National ACCEND Framework has mapped the fundemental requirements of pre- registration nursing education, required to be included in all nursing curriculums.

Over the past three years, a specialist cancer hospital has increased accessibility to high quality, clinical education in cancer. This has developed and matured, through a digital clinical placement innovation. Learner numbers began at three hundred and now exceed one thousand five hundred placements per year, with further scalability and sustainability plans in progress.

With further investments from NHS England the digital clinical placement team, working with all stakeholders have explored the design, implementation and evaluation of their transformation work and the impact it has demonstrated to reduce the cancer burden in our society. Evaluations from learner personal and professional growth, measured across leadership capabilties and cancer knowledge , skills and capabilities are reported.

The Digital Clinical Placement Model has matured as an effective technological solution, to scale nursing education. It has been transformational in the utilisation technology to reach patients, carers and wider professionals to share their lived experiences.

The Oncology Placement has welcomed learners across Children's, Adult, Mental Health and learning disabilities. The model thrives on gaining insights from diverse learners, clinicians and patient. It follow a spiral curriculum and applies a coaching model to accelerate nursing growth.

Delegate Learning Outcomes

Delegates will gain insights into the Digital Clinical Placement Model and may wish to consider how this model may be utilised to support learners in all areas of health and social care.

Delegates will increase their awareness of ACCEND national standards to meet cancer education requirements in curriculum.

Delegates will observe a range of evaluation methods to gain stakeholder feedback.

Delegate will be shown how coaching models are applied across the educational paradigm to build learner confidence, self regulation and empowerment to act with autonomy.

The presentation will share the personal and professional impact of cancer education on learners.

Recommended Reading Titles

1. Creative provision of radiotherapy clinical placementsA shift towards digital clinical placements has shown significant learning growth *Alison Sanneh, Wesley Doherty*

Creative provision of radiotherapy clinical placements (shorthandstories.com)

2. Career Pathway, Core Cancer Capabilities and Education Framework for theSupportive, Assistive, Nursing and Allied Health Professions Workforce

Pre-registration ACCEND Framework User Implementation Guide (hee.nhs.uk)

Presenter biographies

Alison sanneh

Alison Sanneh is a Clinical Educator (Allied Health Professional) with over 30 years experience of working in the United Kingdom and in less well resourced countries.

Alison, and her team were the first in the UK to design and implement digital clinical placements. This innovation was borne out of a Covid 19 response to increase placement capacity. Today it is seen as a solution to high quality clinical placements in a range of hard to reach areas.

Alison works with hundreds of health professional stakeholders to assure high quality clinical learning that converts to improved clinical outcomes and care experiences.

Placement activity includes the development and implementation of a National Prceptorship Program, Oncology, Midwifery, Diagnostic Radiographer, Global Health and Coaching for Educators.

Alison and her team have been instrumental in shaping the use of virtual teaching and learning environments to strengthen the voices of services users, professionals and learners.

Jason Simons

Jason Simons is a registered nurse who has held several clinical and managerial roles since first being appointed at The Christie in 2016. His main clinical and academic interests are End of life care, Supportive care, and Supportive Oncology. A key area of interest is end of life care that is culturally competent to support institutional inclusiveness and provide quality end- of-life care for LGBTQ+ patients, their spouses , partners, and families of origin / choice.

Jason was an undergraduate and post graduate student at The Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, Kings College London. Jason holds post graduate training on Cardiothoracic nursing, Solid organ transplant nursing, Palliative care, and Acute Oncology. Jason is currently undertaking a PGCE and is keen to incorporate this as part of the digital platform and in developing new ways of educating end of life care in a specialist oncology setting.

Innovative Virtual Reality Training to address complexity of Care in Nursing

Monday, 31st March - 12:00: 1.5 Leveraging technology in nurse education - Oral - Abstract ID: 252

Dr. Prof. Dr. Nadin Dütthorn (University of Applied Science, Münster), Ms. Luisa Groddeck (University of Applied Science, Münster, Germany), Dr. Yvonne Finn (University of Galway, Ireland), Dr. Siobhan Smyth (University of Galway, Ireland)

Aim Of Paper

This session presents the results of the European project ViReTrain, focusing on an innovative Virtual Reality Simulation (VRS) designed to address the complexity of nursing care. Developed by a consortium of four European partners, the project created three authentic, multiperspective VRS scenarios based on a specific pedagogical framework. Guided by an Educators Handbook, these simulations aim to enhance confidence and digital safety among nurse educators and students. The evaluation results provide valuable insights into the outcomes of the VRS. They emphasis its potential as an additional teaching method that can provide confidence and increase learners engagement.

Abstract

Virtual Reality Simulation (VRS) offers a safe environment for learning non-technical skills, effectively enhancing communication, leadership, and team performance. This project introduced an innovative, nursing-specific learning approach to address the complexity of care by facilitating skills and competences of decision-making and communication in complex nursing situations. Currently, there are only few approaches reflecting the multifaceted nature of nursing scenarios or trains these skills effectively. Although virtual reality (VR) has shown potential in enhancing traditional learning by creating immersive and interactive experiences, prior analyses indicated a scarcity of relevant nursing education scenarios. Furthermore, the majority of scenarios have focused on standardized procedures and lack a strong theoretical foundation.

The primary objective of this work is to enhance the use of VR in nursing education. To achieve this, extensive research was conducted on the current application of VRS in nursing. Furthermore, a pedagogical framework for VR-supported learning was developed, leading to the creation of well-founded modules that reflect real-world complexities in nursing. The session will provide insight in the development and evaluation of three stand-alone VR scenarios focused on surgical care, respiratory care, and acute stroke care, enabling students to acquire essential competencies. Additionally, the Educator's Handbook—available in English, German, Danish, and Finnish—offers a concise overview of the pedagogical concept, a step-by-step guide for using VR equipment, and details on the developed modules and scenarios, thereby facilitating effective implementation in nursing education.

Through international cooperation and reflection, this project promotes a transnational understanding of nursing competencies for scenario-based learning. Ultimately, our initiative strives to enhance nursing education by integrating VR technology and fostering a shared framework for developing essential skills in complex, real-world scenarios.

Delegate Learning Outcomes

Understanding VRS Application in Nursing Education: Participants gain insights into how VRS can be effectively utilized in nursing education to enhance competencies addressing complexity of care.

Skill Development: Attendees will learn how to foster decision-making and communication skills in complex nursing scenarios through immersive learning experiences.

Pedagogical Framework: Participants will understand the pedagogical framework, enabling them to implement VRS effectively in their own educational practises.

Implementation Guidance: The session will provide practical guidance through the Educator's Handbook.

Transnational Collaboration: Attendees will appreciate the value of international cooperation in shaping a unified understanding of nursing competencies in scenario-based learning.

Recommended Reading Titles

Katrin Pernica1, Heli Virtanen, Ida Lunddahl Bager, Fionnuala Jordan, Nadin Dütthorn, Minna Stolt (2023) Virtual reality simulation enabling high level immersion in undergraduate nursing education: A systematic review. In: Journal of Nursing Education and Practice. Vol. 13/11.

Koskinen, I., Stolt, M., Widmer, C. T., Pernica, K., Dütthorn, N., Groddeck, L., Lunddahl Bager, I., Finn, Y., Smyth, S., & Virtanen, H. (2023). Methodological approaches and competence areas of nursing students in virtual reality simulation research – A scoping review. Nurse Education Today, 133.

Presenter biographies

Prof. Dr. Nadin Dütthorn

Prof. Dr. Nadin Dütthorn holds a Ph.D. in Nursing Education from the University of Osnabrück, Germany, where she focused on nursing specific competencies in Europe. She earned a Master's in Nursing Nursing Education from Charité - Universitätsmedizin Berlin, Germay. Dütthorn began her academic career as a research associate in Nursing Science at University of Osnabrück (2007-2014) and later served as a junior professor for nursing education at the Philosophical-Theological University of Vallendar, Germany (2014-2015). Since September 2015, she has been a professor of vocational education in healthcare at FH Münster. Her research areas are nursng education, simulation based education and game based learning in nursing.

1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education

The Future of Pre-Registration Nurse Education? Embedding Innovative Simulated Practice Learning (SPL) into Programmes of Study Symposium– Designing and Delivering Multi-Modality Spoke SPL placement to Pre-Registration Nurses (1)

Monday, 31st March - 11:00: 1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education - Symposium - Abstract ID: 185

Ms. Anne-Marie Borneuf (Manchester Metropolitan University)

Aim Of Paper

To discuss and showcase how a novel Simulated Practice Learning (SPL) Spoke placement has been designed, implemented and embedded into Undergraduate (UG) and Post Graduate (PG) Pre-Registration nursing curricula for Nursing Associate, Degree and Master's level students, using mixed modality technologies and simulation pedagogy. The SPL Spoke placement is an innovative curriculum framework that has been mapped against practice learning outcomes to improve student practice experience, instil confidence in learners when they return to their hub placement within the practice arena and ensure smooth progression through the practice learning summative assessment.

Abstract

November 2021, the Nursing and Midwifery Council (NMC) (2022) approved the continued use of the Covid-19 recovery standards RN5 and RN5.1 permitting all Approved Education Institutions (AEI) to deliver up to 300 of the 2300 hours of practice learning required in pre-registration nursing curricula using a range of new and innovative practice simulation methods. The regulator went on to approve discretionary RN6 (D) permitting AEIs to deliver up to 600 hours of SPL subject to approval (NMC 2023).

Following a number of stakeholder engagement sessions, a multi-modality Spoke SPL placement was co-designed by academics, students and practice learning partners and subsequently co-delivered by practice supervisors and practitioners to a total of 1300 pre-registration learners. A variety of simulation modalities and digital innovations were used within the Spoke SPL including the use of 360 immersive technology using the Cave Automated Virtual Experience (CAVE) and Community Social Care Flat, Interactive Whiteboards, Gamification, Hi Fidelity mannequins, Virtual Reality (VR), Artificial Intelligence (AI), livestreaming and metahumans technology and the use of our digital interactive online community, Birley Place.

Feedback from students was overwhelmingly positive across all simulated modalities especially, in relation to subject matters such as emergency and critical care, safeguarding, end of life and communication and those activities that used actors. The Spoke SPL placement had a significantly positive impact on student satisfaction scores in our most recent National Student Survey (NSS) results, with students indicating that they wanted more simulation throughout the curriculum.

Harrison et al (2024) indicated that, on average, Simulation Based Education is more effective than traditional clinical education in improving nurse assessment outcomes. Holt (2024 p3) states recently that although the impetus for increasing SPL within AEIs was related to the impact of the pandemic.....it has developed into a valued part of the practice learning experience for students.

Delegate Learning Outcomes

At the end of this session, attendees will

- Understand how to develop a Spoke SPL placement.

- Gain further understanding as educators on how they can apply the principles of SPL to their own field of practice and ensure compliance to the NMC Standards.
- Reflect on their own field of practice and discuss how they may deliver SPL using multi modalities.

Recommended Reading Titles

Holt P.J., (2024) Simulated Practice Learning in Pre-Registration Nursing Programmes: An evaluation of the experiences of universities approved to deliver up to 600 practice learning hours through simulation. Available at: evaluation-of-simulated-practice-learning-in-pre-regisration-nursing-programmes.pdf (nmc.org.uk) (Accessed 12th October 2024)

Harrison, N., Edmonds, M., Meads, C., Abdulmohdi, N., Prothero, L. and Shaw, S. (2024) Simulation in Nursing Education: An Evidence Base for the Future. Available at: CoDH-ARU-Simulation-in-Nursing-Education-Report-Jan-2024.pdf (councilofdeans.org.uk) (Accessed: 28th August 2024)

NMC (2023) Standard for Pre Registration Nursing Programmes: Part 3. Available at: Standards for pre-registration nursing programmes - The Nursing and Midwifery Council (nmc.org.uk) (Accessed 12th October 2024)

Presenter biographies

Anne-Marie Borneuf

Anne Marie has spent 25 years teaching student nurses at Manchester Metropolitan University, specialising in Practice Based Learning and Simulation Based Education. She has successfully embedded Simulated Practice Learning for Foundation, Degree and Master's level pre-registration nursing students, using mixed modality technologies and simulation pedagogy into Undergraduate and Post Graduate nursing curricula. She has also developed a digital resource, in collaboration with practice learning partners and stakeholder groups, using an innovative curriculum framework to support recruitment and retention amongst healthcare students and ultimately help them to form their professional identities so that they 'Get In! Get on and Go Further.'.

The Future of Pre-Registration Nurse Education? Embedding Innovative Simulated Practice Learning into Programmes of Study Symposium – Designing and Delivering a 360 Immersive Experience within a Virtual Environment (2)

Monday, 31st March - 11:00: 1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education - Symposium - Abstract ID: 183

Mr. Sam Turner (Manchester Metropolitan University)

Aim Of Paper

To showcase and discuss the development of a high fidelity, immersive 20-minute storyline of a patient requiring emergency care following a community cardiac arrest using the Computer Assisted Virtual Experience (CAVE). This simulated activity was delivered to 200 Level 6 students over 4-weeks where they engaged in a facilitated 360-Degree immersive experience in small groups of 6. Students were required to work together as a team to optimise the chances of a successful clinical outcome for the patient. Participants engaged in a pre-brief and then reflected on their learning experience with a facilitated debrief.

Abstract

Harrison et al., (2024) has advocated for the increased use of simulation indicating that it can play a transformational role in revolutionising nurse education. In the United Kingdom and globally, simulation-based learning (SBL) has developed and become a prominent pedagogy in undergraduate pre-registration nursing education (Martin, Cross and Attoe, 2020; Honkavuo, 2021).

Following participation in the Cardiac Arrest simulation activity within the CAVE, students fed back that the virtual environment felt very engaging, realistic and interactive. They commended the fact that the experience was immersive and that they could actually sense what it would feel like to manage a cardiac arrest. CAVE technologies can enable the development of different social skills distinguishing personal emotions or understanding the intentions of others and adapting to the context (Pivotto et al., 2024). During the De-Briefing sessions, discussion centred not only on the clinical aspects of clinical care but also on the student's emotional challenges they experienced when exposed to the sensory stimulus that the CAVE provided when undertaking the activities and that allowed them to psychologically prepare better for their next clinical placement.

Educators will be able to take the fundamental principles of this novel curriculum design and apply it in their own field of practice to topics that previously were seen as too complex and technically challenging, requiring a high amount of precision to be delivered within a classroom setting. By promoting a safe environment that mitigates the risk to student and public safety, flexible active learning opportunities, where complex skill acquisition is needed, can be taught increasingly using immersive technologies with a rigorous evidence base. Following successful implementation of an immersive simulated experience with positive student feedback, the next planned step will be to undertake a research evaluation study to explore the impact on student learning using a virtual environment.

Delegate Learning Outcomes

At the end of this session, attendees will

- Understand the impact of 360 Degree Immersive Technology on student learning.
- Gain further understanding as educators on how they can apply the principles of immersive simulation to their own field of practice.
- Reflect on technical skills delivery in their own field of practice and discuss how they may be delivered using the CAVE.

Recommended Reading Titles

Pivotto I., Matias V., Ferreira W. (2024) *'CAVE automatic virtual environment technology to enhance social participation of autistic people: classification and literature review'* Research in Autism Spectrum Disorders, Vol 117 (2024) 102453

Harrison, N., Edmonds, M., Meads, C., Abdulmohdi, N., Prothero, L. and Shaw, S. (2024) Simulation in Nursing Education: An Evidence Base for the Future.

Honkavuo, L. (2021) *'Ethics simulation in nursing education: Nursing students' experiences'*, Nursing Ethics, 28(7-8), pp. 1269-1281.

Martin, A., Cross, S. and Attoe, C. (2020) *'The Use of in situ Simulation in Healthcare Education: Current Perspectives'*, Advances in medical education and practice, 11, pp. 893-903

Presenter biographies

Sam Turner

Sam Turner is a Registered Nurse and Lecturer at Manchester Metropolitan University. He has experience in Critical Care, and Anaesthetics and Recovery Nursing. He used this experience to implement new simulated scenarios that focus on bringing increased realism to students. He has created a blueprint at Manchester Met to build and replicate mixed modality simulation in nursing education, enhancing the student experience. This use of mixed modality in nursing simulation could open a path to newfound understanding of pedagogy, where Sam hopes to continue to explore this in further depth, fundamentally aiming to improve nursing simulation-based education for the future.

The Future of Pre-Registration Nurse Education? Embedding Innovative Simulated Practice Learning into Programmes of Study: Symposium- Domestic Abuse and Coercive Control Simulation: With professional actors (3)

Monday, 31st March - 11:00: 1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education - Symposium - Abstract ID: 156

Mrs. Katie Higgins (Manchester Metropolitan University)

Aim Of Paper

To present a catalogue of innovative simulated practice learning pedagogy. This section will discuss how professional actors can enhance the authenticity of the simulated experience. We will showcase how we have co-developed a coercive control simulated learning environment in partnership with social care as a multi-professional teaching resource with a focus on work-integrated learning.

Abstract

Domestic Abuse and Coercive Control Simulation: With professional actors

The domestic abuse and coercive control simulated practice learning (SPL) environment was co-developed between nursing and social work as a pedagogy innovation between multidisciplinary professions. This innovative pedagogy has enabled simulation to be used across departments with minor adaptations between undergrad and post-grad learners with a focus on work-integrated learning. Not only can it be used multi-professionally in its concept, but this simulated learning environment also gives the learner a unique approach by using professional actors within it to ensure the authenticity of the lived environment is reached. Using professional actors in SPL has been reported to provide learners with an engaging and enjoyable immersive learning environment. Learners can have more meaningful conversations and take notice of non-verbal cues such as body language.

Simulated practice learning has a strong focus on active learning, it has proven to show positive learning experiences to ensure we are equipping the next generation of nurses with valuable skills to go out into professional practice with (Koukourikos, et al 2021). Simulation-based education has a strong focus of patient safety and has been shown to reduce errors in practice, with improved learner engagement through interaction and guided debriefs from the facilitator (Almomani, et al, 2020). During the Domestic Abuse Simulation reflective debriefs are held after each scenario and are facilitated enabling reach to different learning styles and to bring learners to a critical analysis. This is done in partnership with the actors to give the learners a rounded debrief and to reflect on the live experience of the actor. Using debriefs in simulation can greatly result in student experiences, ensuring that diversity is acknowledged and listening to learners' different viewpoints can increase trust and relationships between teacher and learner (Van Dyk, et al 2021).

Delegate Learning Outcomes

At the end of this session, attendees will

- Understand the benefits of using professional actors in SPL.
- To gain further understanding on how we can use multi-professional approach when working within HEI's for pedagogy design.

Recommended Reading Titles

Almomani, E, Sullivan J, Hajjieh M, Leighton K, (2020) Simulation-based education programme for upskilling non-critical care nurses for COVID-19 deployment. *British medical journal.* 20 (1) pp 1–4

Koukourikos K, Tsaloglidou A, Kourkouta L, Papathanasiou IV, Iliadis C, Fratzana A, Panagiotou A. (2021) *Simulation in Clinical Nursing Education*, 29(1):15-20

Van Dyk, E, Rensburg, G, Rensburg, El (2021) A model to foster and facilitate trust and trusting relationships in the nursing education context, *Journal of interdisciplinary health sciences,* 26

Presenter biographies

Katie Higgins

I am a qualified Nurse, Health visitor and Advanced Clinical Practitioner with 18 years' of experience in a clinical setting. I joined the teaching team at Manchester Met in 2022. Most of my nursing experience has been in community health. I am passionate about all aspects of public and family health and educating the future workforce about the fundamental principles of nursing practice. Within my role in education, I am the Programme Lead for the MSc in Adult nursing and part of the project team in delivering simulation in nursing to large cohorts. I believe the most important factors to facilitate learning in Higher Education are fun, passion, and energy in teaching practice. This is because passion and energy have a positive effect on those around. Learning takes commitment and dedication, if learning is enjoyable it helps to keep students curious and engaged.

The Future of Pre-Registration Nurse Education? Embedding Innovative Simulated Practice Learning into Programmes of Study Symposium: Enhancing Inclusive Nursing Education through Simulation: Addressing Gender and Neurodiversity in Healthcare (4)

Monday, 31st March - 11:00: 1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education - Symposium - Abstract ID: 173

Mr. Christopher O'Sullivan (Manchester Metropolitan University)

Aim Of Paper

This abstract details an innovative simulation, co-produced with a trans inclusivity educator and a neurodiverse lecturer, aimed at enhancing nursing students' competence in delivering inclusive, patient-centred care to transgender and neurodiverse individuals. The session, which has been successfully delivered, used simulation to develop students' understanding of gender identity, neurodiversity, and the impact of discrimination in healthcare. Grounded in experiential learning and simulation-based pedagogy, this approach ensures that students gain both practical skills and a deeper appreciation of diversity in patient care, equipping them to meet the legal, ethical, and social challenges of real-world healthcare practice.

Abstract

Delivering inclusive and patient-centred care is crucial in addressing healthcare disparities for marginalised populations. A recent simulation-based learning session, co-designed and facilitated by a trans inclusivity educator and a neurodiverse lecturer, provided nursing students with a powerful learning experience focused on transgender and neurodiverse patient care. The session centred on Alex, a transgender man with autism, who had previously experienced discrimination in healthcare. Through four progressive scenarios, students engaged with issues such as gender identity misrepresentation, addressing the patient's anxiety around cervical screening, managing an HPV diagnosis, and preparing Alex for hospital admission.

The co-design ensured that the simulation was both authentic and challenging, enabling students to develop their communication skills, empathy, and ability to provide patient-centred care. Post-simulation debriefs, led by the educator who portrayed Alex, allowed students to critically reflect on their practice and explore their personal biases. This added an invaluable lived-experience perspective to the session, which fostered deeper learning and engagement.

The neurodiverse lecturer's involvement in both the design and delivery of the debrief ensured that diverse cognitive needs were represented, enriching the reflective process. The use of Kolb's Experiential Learning Theory and Jeffries' Simulation Framework guided the learning process, with students gaining a thorough understanding of how to apply these theories in practice. Feedback indicated that students felt more confident in addressing the needs of transgender and neurodiverse patients and more aware of the importance of inclusive care. This simulation is an innovative and effective approach to equipping future nurses with the skills and knowledge required to support diverse patient populations.

Delegate Learning Outcomes

By the end of this session, delegates will:

1. Understand how the co-design and delivery of simulations with neurodiverse and trans educators can enhance learning and inclusivity.
2. Develop and refine communication strategies for addressing the needs of transgender and neurodiverse patients.

3. Reflect on how experiential learning and simulation pedagogy can be applied to foster inclusivity in healthcare practice.
4. Gain insights into addressing legal, ethical, and practical issues when caring for marginalised groups, particularly in the context of real-world healthcare challenges.

Recommended Reading Titles

1. Jeffries, P. R. (2015). *The NLN Jeffries Simulation Theory*. Wolters Kluwer.
2. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
3. Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
4. Maslow, A. H. (1954). *Motivation and Personality*. Harper & Row.
5. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Presenter biographies

Christopher O'Sullivan

Chris is an experienced Registered Nurse and Lecturer at Manchester Metropolitan University (MMU). His clinical experiences are rooted in primary care, where he worked through the COVID-19 pandemic to champion health promotion and inclusivity, also leading on the implementation of mass vaccination centres.

Chris has worked with 3 large UK universities where he has taught across multiple nursing and nursing associate cohorts, holding roles at programme level. His interests in teaching and education are rooted in de-coloniality, inclusivity and accessibility. This has led him to MMU where he works to implement dynamic teaching methods such as simulated practice learning for multiple cohorts. He uses his own experiences as a practitioner, as well as a neurodiverse person, to design inclusive learning scenarios, with the aim of bettering the future nursing workforce.

He has also recently undertaken a large piece of work at programme level, revitalising fundamental clinical skills delivery at MMU.

The Future of Pre-registration Nurse Education?: Transforming Adult Nursing with Paediatric Simulation, Preparing Nurses for the Unexpected (5)

Monday, 31st March - 11:00: 1.6 Symposium 1: New approaches in pre-registration nurse and nursing associate education - Symposium - Abstract ID: 249

Ms. Jordan Dolan (Manchester Metropolitan University), Mr. Christopher O'Sullivan (Manchester Metropolitan University)

Aim Of Paper

This abstract showcases the innovative integration of a simulation designed around "Children and Young people exposure" for the adult nursing curriculum. It aims to challenge the attitude and expand the skillset of second-year pre-registration adult nurses and nurse associates when exposed to a realistic Child deterioration simulation. Combining low-fidelity mannequins, technology, and real-life actors has successfully delivered a session intended to fill the gap in paediatric care knowledge, equipping adult nurses with the confidence and professional skills needed to manage common emergencies involving children. Participants engaged in a pre-brief and then reflected on their learning experience with a facilitated debrief.

Abstract

The persistent shortage of clinical placements in the UK has placed immense pressure on higher education institutions (HEIs) to meet the Nursing and Midwifery Council standards for pre-registration nursing programs (NMC,2018), which require exposing students to all four fields of nursing (Hay et al.,2024). Traditional placements, such as spokes to paediatric wards, have become increasingly difficult to secure (Taylor et al., 2017). As the government plans to expand nursing recruitment, HEIs must find innovative solutions to provide the necessary exposure (NHS,2019)

To address this challenge, we developed an acute child deterioration simulation fully integrated into the adult nursing curriculum. Using a combination of bow low fidelity mannequins and low tech. This simulation offers critical exposure to paediatric care, often the first opportunity for adult nursing students to interact with children and their families. The session revolves around an 8-year-old patient, Sarah Goodman, who is also a part of our interactive digital community, Birley Place. Sarah presents at a simulated walk-in centre with suspected asthma, which escalates into anaphylaxis. In groups of three, students assess Sarah, monitor her deterioration, and follow escalation protocols while also managing the concerns of Sarah's anxious mother, played by an actor. The simulation is live-streamed for peer evaluation, with non-participants engaged in paediatric-focused quizzes on an interactive whiteboard. Designed with input from paediatric lecturers, the simulation challenges students to develop communication skills, empathy, and critical thinking. Post-simulation debriefs, led by the facilitator and the actor, offer students an opportunity to reflect on their communication strategies and areas for improvement.

Learning theories such as Kolb's experiential learning and Jefferies' simulation framework guide the learning process and debriefing session with students. The simulation has received overwhelmingly positive feedback, with students highlighting its value in enhancing communication, escalation, and decision-making skills while fostering self-awareness in seeking help.

Delegate Learning Outcomes

1. To participate in a clinical scenario
2. To demonstrate knowledge, understanding and management of deteriorating patients.
3. Provide people, their families, and carers with accurate information about their treatment and care.
4. Makes informed judgements and initiates appropriate evidence-based interventions in managing a range of commonly encountered presentations.

5. Gain exposure to CYP fields of practice

Recommended Reading Titles

Hay, J., Knight, K. H., Arnold, M., & Donaghy-Binks, P. (2024). Broadening placement opportunities for nursing students through an indirect supervision model. BMC nursing, 23(1), 491. https://doi.org/10.1186/s12912-024-01846-8

National health service (NHS((2019, January 7). NHS Long Term Plan. NHS Long Term Plan; NHS. https://www.longtermplan.nhs.uk/online-version/overview-and-summary/

Taylor, C., Angel, L., Nyanga, L., & Dickson, C. (2017). The process and challenges of obtaining and sustaining clinical placements for nursing and allied health students. *Journal of clinical nursing*, *26*(19-20), 3099–3110. https://doi.org/10.1111/jocn.13658

Presenter biographies

Jordan Dolan

As a registered paediatric nurse, I worked at Liverpool Women's Hospital, specialising in Neonatal Intensive care on a level 3 unit. Currently pursuing a Master's in Medical Education, I lecture at Manchester Metropolitan University, sharing my passion for healthcare and nurturing the next generation of nurses.

Christopher O'Sullivan

I am a dedicated, lifelong learner with a passion for nursing education and health promotion practice. I am proud to be a registered nurse who is committed to providing the next generation of nurses with the skills and knowledge to ensure outstanding patient care and transform our health service.

Having worked in the NHS for a number of years, I have experienced consistent change and development of care, from working through the beginning of the COVID-19 pandemic and managing acute care situations to moving to General Practice and focusing on promoting health and preventing illness. I have developed a core personal ethos of empowering patients and educating our professionals to the highest level.

My passions brought me to the University of Salford, where I worked as a Clinical Educator in the FdSc Nursing Associate programme. I am currently a Lecturer at Manchester Metropolitan University, working across Nursing programmes and simulation.

2.1 Simulation based learning

Clinical Simulation Course For Nurse Associates

Monday, 31st March - 14:25: 2.1 Simulation based learning - Oral - Abstract ID: 273

Ms. Elaine Thomas (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Ms. Antonia Winney (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Mrs. Anita Bignell (Maudsley Learning -South London and Maudsley NHS Foundation Trust), Ms. Emma Baxey (Maudsley Learning -South London and Maudsley NHS Foundation Trust)

Aim Of Paper

The Maudsley learning simulation Team was approached by SLAM NHS Foundation Trust to help design course for their trainee nurse associate. The role of the nurse associate despite being a relatively new one, faces several challenges regarding hands-on clinical care. The innovative Clinical Simulation Course for Nurse Associates course is effective in improving knowledge and confidence to help Nurse Associates deal with patients in clinical settings. Simulation-based learning can be the answer to developing health professionals' knowledge, skills, and attitudes, whilst protecting patients from unnecessary risks. Additionally, SBE provides platform for learning to mitigate ethical tensions and resolve practical dilemmas

Abstract

The Clinical Simulation Course for Nurse Associates was developed as a new one-day simulation course aimed at Nurse associates delivering clinical care to provide them an opportunity to enhance their skills. The course's main goals are to increased knowledge and confidence in applying a range of skills including assessment and management of risk, teamwork and professional collaboration, effective de-escalation skills, effective communications skills and most importantly the role of human factors in delivering effective care to patients in a range of clinical settings. Participants were involved in a series of simulated scenarios.

On the simulation courses, professionally trained actors were used as simulated patients, followed by debriefing facilitated by experienced simulation faculty as well as theory/didactic presentation on scenario-specific topics. For the nurse associate simulation course, the participants were asked to complete 2 scales pre and post-course: (1) the Human Factor Skills for Healthcare Instrument (HFSHI), measuring self-efficacy in human factors skills, and (2) a scale developed for this study - the Course Specific Question Scale (CSQ) – to measure changes in knowledge, skills, and confidence on course-specific learning objectives. Paired samples t-tests were conducted to analyze the difference in ratings between the pre and post-course questionnaires. Scores on the HFSHI showed a significant increase (M=92.23) and post-course (M=108.81), t(12) = 4.50, p < .001, 95% CI [0.500, 1.968], with an effect size of d = 1.25.Scores on the CSQ did show statically significant increase between the pre (M=37.92) and post-course (M=42.25) t(11) = 3.096, p = .01, 95% CI [0.204, 1.555], with an effect size of d = 0.89.

Delegate Learning Outcomes

These results demonstrate benefit in widespread areas such as improving interpersonal skills and de-escalation, recognition of and response to domestic abuse victims and escalation of safeguarding concerns, collaborating across the multi-disciplinary teams, being aware of the role of the confidentiality policies in patient safety, using effective communications skills to engage with patients regarding improvement of physical and mental health and understanding the role of human factors in delivery effective care to patients. Hence, this course can complement future placements and other education settings to provide valuable clinical experience and prepare nursing associates for their role.

Recommended Reading Titles

1. Gaba D. Human work environment and simulators. In: Miller RD, editor. _In Anaesthesia._ 5th Edition. Churchill Livingstone: 1999. pp. 18–26.
2. Gaba D. The future of simulation in health care. _Qual Saf Health Care._ 2004;13:2–10.

Presenter biographies

Elaine Thomas

Elaine Thomas is a Registered Mental Health Nurse, working in the Maudsley Learning Simulation Team. She has worked in SLaM NHS Foundation Trust for 14 years. She is particularly passionate about improving the experiences of people with psychosis, and spent a number of years in Early Intervention and Early Detection services for psychosis. Elaine is keen to design and deliver training that will build understanding, and inspire a range of healthcare professionals to improve experience and outcomes for mental health service users.

Antonia Winney

Antonia Winney is a Simulation Nurse Tutor at Maudsley Simulation team. She initially joined as associate faculty and became a permanent member in July 2023. Anni has been working in Child and Adolescent Mental Health Services (CAMHS) since 2015. She started in SLAM adolescent inpatient services and later transitioned to Southwark CAMHS, where she dedicated several years to the looked after children's service. In this role, she collaborated with young people, foster carers, and social workers.

In her recent experience, Anni worked in the UAE, focusing on service development and nurse upskilling programs. She brings a wealth of knowledge and expertise to her role, with a specific interest in Trauma-informed care and the reduction of restrictive practices. Anni's commitment to mental health nursing and her diverse experiences make her a valuable member of the Maudsley Simulation team.

Walking in the shoes of the multi-professional team: the role of simulation in nurse education

Monday, 31st March - 14:55: 2.1 Simulation based learning - Oral - Abstract ID: 118

Ms. Kathryn Bailey (University of Dundee), Mrs. Gill Milner (University of Dundee)

Aim Of Paper

This session will share a students journey through a child field module based on the management of a Gypsy/Traveller family with complex care needs. The session will highlight key components of the module which enables the students to walk in the shoes of members of the multi-disciplinary/professional team, in preparation for walking in the shoes of a newly qualified practitioner.

Abstract

This presentation will give an overview of an innovative Child field module, which has been developed, reviewed, and refined in collaboration with clinical specialists, educational colleagues and student feedback. The module aims to review and analyse the management of complex and/or palliative clinical situations which include multi-disciplinary and interagency strategies to support infants, children and young people and their families through key care transitions.

The module focuses on an infant with a complex congenital condition and their family, who are part of the Gypsy/Traveller community and who require a homecare package to enable the infant to be discharged home. Throughout the module the students work collaboratively through a variety of sessions which enable them to come together and develop a package of care. There are many key parts to the module, such as hearing the lived experience of individuals and families, decision making through debate within a legal and ethical framework, expert panel discussions about Adverse Childhood Experiences and transitioning from hospital to home.

The module culminates in the students taking on the role of an identified professional and playing that role in the child planning meeting. The purpose of the meeting is to view such developments from the perspective of the family, children's nurse and other professionals and organisations. The meeting is fully simulated with a chair, real life documentation and staff playing the role of the parent. Through this experience and the module, the student has the opportunity to walk in the shoes of many other professionals which helps enhance their complex communication and problem-solving skills, thus equipping them to become person centred holistic professionals.

Delegate Learning Outcomes

To share practice on an immersive learning experience

Evaluate the module contents from the lecturer and student perspective

To promote discussion around the need for inter-professional learning

Recommended Reading Titles

Not Applicable

Presenter biographies

Kathryn Bailey

Kathryn had an extensive career within the clinical paediatric arena both within the acute and community setting, working in paediatric medicine and surgery, with a focus on neurosciences. Kathryn developed the first paediatric outreach team in Perth and Kinross and managed a health respite service. Following the role of senior nurse, Kathryn undertook a project post with NHS Education for Scotland developing a national education programme. The move to the University of Dundee saw Kathryn lecture across undergraduate and postgrad-

uate programmes, before taking on the role of Professional Lead for Children's Nursing. Kathryn is currently the programme lead for the MSc International Nursing Studies, is involved in an international research project and continues to lecture in the undergraduate curriculum, with a focus on Children's nursing.

Gill Milner

Gill joined The University of Dundee in the Scottish Improvement Science Collaborating Centre in 2016 focusing on promoting evidence based, integrated and sustained ways of working to improve the quality of care given to families and infants. Gill joined the teaching team in 2019 bringing her experience as a Nurse, Midwife and Health Visitor. In previous positions Gill has delivered improvement support, as part of the Practice Development Team within the Scottish Government for the Early Years Collaborative and worked within the Care Inspectorate focusing particularly on early brain science and attachment. Gill brings with her extensive experience of relationship building and engagement across all children's services and has a passion for co-creation of health improvement activity. Gill teaches in the field of Child Nursing and supports students both in theory and practice and has more recently taken on the role of Professional field lead for the Child Nursing Programme.

2.2 Dementia education

Dementia Education for Pre-Registration Nurses: A Review

Monday, 31st March - 14:25: 2.2 Dementia education - Oral - Abstract ID: 200

Ms. Aoife Conway (Ulster University), *Dr. Deirdre Harkin* *(Ulster University)*, *Prof. Assumpta Ryan (Ulster University)*

Aim Of Paper

The aim of this review was to synthesize the evidence on pre-registration dementia education programmes.This review addressed the following question:

- What types of dementia education programmes have been implemented and in what contexts, what are the causal mechanisms influencing the success of these programmes, and what are their intended and unintended outcomes?

Abstract

Aims:

The escalating prevalence of dementia globally highlights the urgency for effective nursing care and dementia education. We aimed to synthesize evidence on dementia education programmes for pre-registration nursing, exploring the types implemented, the contexts in which they operate, the mechanisms influencing their success, and their intended and unintended outcomes.

Design:

A realist synthesis approach was employed to explore the functioning of complex interventions within specific contexts, acknowledging the intricate nature of dementia education programmes and the diverse settings in which they are implemented.

Data sources:

A rigorous search strategy was implemented across databases including Medline, CINAHL, Scopus, and Pro-Quest Health and Medical, supplemented by hand searching and citation searching. Preliminary screening and refinement processes ensured comprehensive coverage of relevant literature.

Review methods:

A systematic and iterative approach was adopted, involving quality assessment under the headings of relevance, rigour, and richness. Data extraction and synthesis processes were focused on identifying contexts, mechanisms, and outcomes relevant to dementia education in nursing.

Results:

A total of 25 studies were reviewed. As a result of this realist analysis, we present a conceptual framework and an explanation of the context-mechanism-outcome configurations (CMOCs) developed from the reviewed literature. Key findings highlight the effectiveness of narrative-based learning, varied educational methods, and experienced providers. These approaches influenced care priorities and increased interest in working with people living with dementia. However, there is a noted gap in understanding the long-term benefits and academic impact of these programmes.

Conclusions:

Dementia education programmes are pivotal in preparing nursing students for effective dementia care. The co-production and design involvement of people living with dementia in curricula development is recommended to enhance relevance and applicability. We call for further research into the long-term benefits of dementia education, the impact of academic recognition, and the alignment of programmes with nursing curricula.

Delegate Learning Outcomes

- Understand the valuable insights derived from this realist review of dementia education programmes for pre-registration nursing students.
- Consider how this could inform the development and refinement of future dementia education programmes.
- Recognise the complexities of dementia education and the diversity of educational contexts that challenge the formulation of straightforward answers.
- Acknowledge the need for further rigorous research in dementia education.

Recommended Reading Titles

Conway, A., Harkin, D., & Ryan, A. (2024). A realist synthesis of dementia education programmes for pre-registration nurses. *Nurse education today*, *143*, 106393. https://doi.org/10.1016/j.nedt.2024.106393

Presenter biographies

Aoife Conway

Aoife Conway is a Lecturer at the School of Nursing and Paramedic Science at Ulster University and a registered mental health nurse with expertise in dementia care. Prior to her role in education, she held several clinical roles in dementia care, including leading and managing hospital wards. In addition to her teaching responsibilities, Aoife is actively involved in various interrelated research areas, including dementia education (The Dementia Education Programme), improving the quality of care in care homes (My Home Life), and exploring the use of digital technologies with individuals living with dementia (InspireD).

Deirdre Harkin

Dr Deirdre Harkin is a lecturer in Nursing at Ulster University with a background in Adult Nursing. In clinical practice, she developed and implemented the Purple Folder Toolkit, aimed at improving care for people living with dementia. Her doctoral research focused on dementia and pain management, resulting in the co-creation of the DOTS pain management approach. Deirdre is dedicated to enhancing care for individuals with dementia, which remains the primary focus of her research. She leads several projects, including DOTS and DEP, and is a co-researcher on My Home Life and InspireD. Deirdre also supervises several PhD students.

An Innovative Approach to Dementia Education: The Dementia Education Programme

Monday, 31st March - 14:55: 2.2 Dementia education - Oral - Abstract ID: 201

Dr. Deirdre Harkin (Ulster University), _Ms. Aoife Conway_ (Ulster University), Prof. Assumpta Ryan (Ulster University)

Aim Of Paper

Through this presentation, we aim to provide an overview of the Dementia Education Programme, detailing its goals, structure, and key components, while emphasising the crucial role of dementia education in nursing curricula and its impact on care quality. We will outline the evaluation process, explaining the use of a mixed-methods approach and a sequential explanatory design to assess the programme's effectiveness. We will discuss potential implications for broader practice and policy recommendations in dementia education.

Abstract

Background:

The increasing prevalence of dementia highlights the urgent need for nursing care. Nurses play a critical role in dementia care but often lack sufficient training, resulting in low confidence in providing care. The Dementia Education Programme (DEP) was developed to address this gap by offering a multi-level curriculum for student nurses.

Aims:

This paper presents the Dementia Education Programme for nursing students, and a protocol for evaluating the impact on students' knowledge, attitudes, and confidence in dementia care.

Intervention:

The Dementia Education Programme (DEP) was launched in 2020 as a mandatory component of the adult and mental health nursing curricula at Ulster University, Northern Ireland, with the goal of preparing nurses with the skills, knowledge, and confidence to deliver high-quality dementia care. The DEP is a structured, multi-level curriculum aligned with the Dementia Learning and Development Framework (HSCB, 2016) and underpinned by the principles of the Person-Centred Nursing Framework (McCormack et al., 2021). Delivered over three years, the programme progresses from foundational awareness in Year 1 to comprehensive dementia care in Year 3, fostering a deep and holistic understanding of dementia.

Each level builds on the previous, enhancing students' expertise in dementia care. The DEP is delivered by experienced nurse educators and integrates interprofessional collaboration with local healthcare trusts and voluntary organisations, enriching the programme with real-world perspectives. Essential elements of the DEP were developed through an iterative process involving key stakeholders and ongoing feedback to ensure the programme remains up-to-date and responsive to emerging evidence. The DEP combines face-to-face teaching with self-directed learning activities, ensuring flexibility for students while maintaining a comprehensive educational approach.

Next steps:

We discuss a comprehensive approach to evaluating the Dementia Education Programme, implementing a mixed-methods strategy using a sequential explanatory design.

Delegate Learning Outcomes

- Gain an insight into the Dementia Education Programme, the main objectives, key themes, and its role in pre-registration nursing education

- Consider how findings from this study can inform future improvements in dementia education and how these insights can contribute to shaping dementia education policy and practice.

Recommended Reading Titles

Conway, A., Harkin, D. and Ryan, A. (2024) A realist synthesis of dementia education programmes for pre-registration nurses. Nurse Education Today, p.106393. Available at: https://doi.org/10.1016/j.nedt.2024.106393.

Presenter biographies

Deirdre Harkin

Dr Deirdre Harkin is a lecturer in Nursing at Ulster University with a background in Adult Nursing. In clinical practice, she developed and implemented the Purple Folder Toolkit, aimed at improving care for people living with dementia. Her doctoral research focused on dementia and pain management, resulting in the co-creation of the DOTS pain management approach. Deirdre is dedicated to enhancing care for individuals with dementia, which remains the primary focus of her research. She leads several projects, including DOTS and DEP, and is a co-researcher on My Home Life and InspireD. Deirdre also supervises several PhD students.

Aoife Conway

Aoife Conway is a Lecturer at the School of Nursing and Paramedic Science at Ulster University and a registered mental health nurse with expertise in dementia care. Prior to her role in education, she held several clinical roles in dementia care, including leading and managing hospital wards. In addition to her teaching responsibilities, Aoife is actively involved in various interrelated research areas, including dementia education (The Dementia Education Programme), improving the quality of care in care homes (My Home Life), and exploring the use of digital technologies with individuals living with dementia (InspireD).

2.3 Clinical academic internships

Clinical practitioners as Academic Interns - Facilitators and Barriers

Monday, 31st March - 14:25: 2.3 Clinical academic internships - Oral - Abstract ID: 6

Mr. Jonny Bell (University of Portsmouth), Dr. Jason Oakley (University of Portsmouth), Dr. Karen Harrison-White (NHS England)

Aim Of Paper

To discuss the facilitators and barriers to the internship model project that ran in the South East of England in 2023/24

Abstract

This project builds upon a pilot that was run by The University of Portsmouth in 2022, where 3 nurses from the local hospital rotated in on a 1 day a week basis for 20 weeks. It was hugely successful, which led to the rollout of this project to Nurses (and Midwives and AHP Staff) in the South East.

A competitive application process was formulated in working group meetings with 6 ICB leads and other stakeholders. Clinical staff were known as 'Interns' and would spend 1 day a week for 20 weeks (and variations thereof) at a host university where they were mentored by academic staff.Interns indicated that they slowly built their confidence to be able to lead sessions with students in a variety of different teaching formats. The project funding would pay for the backfill of these interns whilst they worked at their local University.

The demand for this was higher that the project team anticipated and the qualitative feedback we gained from interns was resoundingly positive.

One of the objectives was to capture staff at risk of leaving the NHS altogether due to burnout. Feedback from the interns indicates that, at least for some, this objective was achieved. Interns were also able to take what they had learnt during their time in the HEI and take it back to practice, improving the support given to students on placement.

In conclusion the findings from this project indicate that such internships have the potential to lead to the improved retention of staff that the Long Term Workforce plan and the Educator Workforce strategy aim for in their objectives. It also goes some way to strengthening the partnership links between NHS trusts and healthcare education providers.

Delegate Learning Outcomes

To gain an insight into innovative practice in strengthening education partnerships to support staff development.

To Identify the facilitators and barriers to this project.

Recommended Reading Titles

Turkistani, S., Oakley, J., & Bell, J. (2025). *Evaluation of the Efficacy of an internship model enabling clinical staff to assume the role of Clinical Practice Educators at Universities in the Southeast of England 2023/24.* University of Portsmouth. https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/faculty-of-science-and-health/school-of-dental-health-and-care-professions

Cowley, A., Diver, C., Edgley, A., & Cooper, J. (2020). Capitalising on the transformational opportunities of early clinical academic career training for nurses, midwives and allied health professionals. BMC Med Educ 20(418). https://doi.org/10.1186/s12909-020-02348-2

Grassley, J. S., Lambe, A. (2015). Easing the transition from clinician to nurse educator: An integrative literature review. Journal of Nursing Education, 54(7), 361–366. https://doi.org/10.3928/01484834-20150617-01

Presenter biographies

Jonny Bell

Jonny Bell is a Project Manager from the University of Portsmouth. Having worked in Higher Education for 14 years, primarily in the online learning field, working directly with healthcare courses for the last 7. He made the switch to project management 2 years ago where his skills and knowledge of healthcare education made him a great candidate to drive this project forward.

One of his biggest skills is networking and has made a number of connections both in and outside of the NHS in the last 2 years. Having made those connections, he's been able to thrust this project forward to a position where this could become a national campaign and new way of operating in the next 3 years.

Presenter biographies

Jonny Bell

Jonny Bell is a Project Manager from the University of Portsmouth. Having worked in Higher Education for 14

Consolidating the seven pillars of nursing practice and education within clinical practice: the University of Exeter Clinical Academic Internship

Monday, 31st March - 14:55: 2.3 Clinical academic internships - Oral - Abstract ID: 107

Mrs. Victoria Sadler (University of Exeter), Dr. Holly Sugg (University of Exeter)

Aim Of Paper

The aim of this presentation is to share an innovative approach to pre-registration nurse education through the use of a Clinical Academic Internship module. The ethos of the internship module is to enhance the learner's skills, employability and career development. . This presentation will demonstrate the impact and value of the internship module on learners' professional development, and showcase how the module has been designed to enable learners to apply knowledge gained from focusing on areas including research, education, leadership, management, care improvement, patient experience and/ or global health.

Abstract

Internship modules in nursing are often within post-registration learning and development programmes focused on building skills and knowledge in a specific speciality or supporting nurses into a research career. Internship opportunities in Pre-registration nursing typically focus on skills acquisition and preparation for registration.

The Clinical Academic Internship module at the University of Exeter forms the final module of the four-year MSci Nursing (Adult) programme. Whilst allowing pre-registration students to apply and continue to develop their skills and knowledge in the clinical setting, this module also enables them to undertake research, change management, and preparation for their future careers. Furthermore, learners are encouraged to integrate our Seven Pillars of Nursing practice and education upon which the Exeter MSci Nursing has been built, solidifying their ability to take them forward into their nursing practice.

This presentation will illustrate the value of this module to learners. It has enabled learners to experience nursing practice in diverse local, national, and international settings where they have learnt about specialist patient care, seen nurses in a variety of roles, and identified role models for their future practice. We will show how they have participated in research projects, embedded changes into practice, built enhanced clinical skills, and focused on their future career ambitions.

As a result, learners have produced high-quality reports on their chosen areas, including thorough literature reviews, in-depth critical reflections, and guidelines on improving patient outcomes. They have successfully integrated our Seven Pillars into their projects including evidence-based practice, fundamental nursing care, no health without mental health, leadership and global health, understanding how these elements of nursing combine to produce a holistic nursing approach in practice. Overall, they have seen how nurses can make a real difference in the experience of vulnerable people, whilst demonstrating and optimising their readiness for their future careers.

Delegate Learning Outcomes

- Appreciate how students are able to develop their nursing skills and knowledge through a Clinical Academic Internship

- Share students' experiences through a lens of the Seven Pillars of Nursing practice and education

- Explore some of the work students have produced that demonstrate their readiness for their future nursing career

Recommended Reading Titles

Gallagher, A, Deering, K, & De Luca, LE (eds) 2023, Nursing Practice and Education : Aspiring to Excellence Through Seven Pillars of Learning, Taylor & Francis Group, Oxford.

Shahzeydi, A., Taleghani, F., Moghimian, M. Farzi, S, Yazdannik, A and Farzi, K (2022). Exploring nursing faculty, managers, newly graduated nurses, and students' experiences of nursing internship program implementation in Iran: a descriptive qualitative study. BMC Nurs 21, 371 (2022). https://doi.org/10.1186/s12912-022-01159-8

Li-zhen Wei, Shi-shuang Zhou, Shuang Hu, Zhan Zhou, Jia Chen (2021) ,Influences of nursing students' career planning, internship experience, and other factors on professional identity, Nurse Education Today,Volume 99,2021,104781,ISSN 0260-6917, https://doi.org/10.1016/j.nedt.2021.104781.

Presenter biographies

Victoria Sadler

Victoria is a Senior Lecturer at the Academy of Nursing and the Programme Lead for the MSci in Nursing programme. She is a co-module lead for the Clinical Academic Internship module and provides education and support to nurse learners across the 4 years of the programme.

Prior to joining the Academy in 2019 she has worked in a variety of clinical nursing roles both in the UK and abroad. She specialises in Older People's nursing and dementia.

Victoria has always had a keen interest in supporting learners to be able to become the best nurses they can. To encourage their skills, knowledge and practice and ensure that care is delivered with care and compassion. Through the use of historical figures in nursing Victoria helps students to learn from role models as we progress the nursing profession forwards.

2.4 Use of technology in nurse education

ViPER | Digital diaries: Potential benefits for student nurse education

Monday, 31st March - 14:25: 2.4 Use of technology in nurse education - ViPER - Abstract ID: 311

Mrs. Kirsten Thomas (Edinburgh Napier University), Dr. Sandra Sharp (Edinburgh Napier University), Prof. Alison Machin (Northumbria University), Dr. Ruth Paterson (Edinburgh Napier University)

Aim Of Paper

To describe how digital diaries were successfully used as part of a wider hermeneutic phenomenological research study, to capture real time student nurse experiences of coaching in the practice setting. The paper describes innovative use of a bespoke digital template using NOVI survey tool, outlining the students reflections on participating in digital diary research, with recognition of their subsequent learning. Further possibilities for digital diaries in optimizing learning for student nurses in practice settings are also highlighted.

Abstract

Background

Methods to capture real-time learning experiences of student nurses in practice are limited. One option is a digital diary (Bartlett & Milligan, 2021). Digital diaries present a contemporary approach, and were utilised as part of a wider hermeneutic phenomenological study. Diary input was obtained from student nurses in practice to address their learning experiences.

Aim

To identify how the student experience of coaching was captured through completion of a solicited purpose-built digital diary, and explore how these can be used to capture students practice experiences contemporaneously.

Methods

As part of a wider multi-centre Scottish study, student nurses were invited to complete digital diaries. Data collection occurred between March 2023 and March 2024. The online resource 'NOVI survey tool' was adapted to present a bespoke diary format.

Pages were created to facilitate flexible entries, with completion guidance available at each login. Diary entries were stored in NOVI, and analysed using Excel and NVivo 14.

Results

Fourteen students representing all parts of programme across Mental Health, Child Health and Adult field nursing participated.

Key findings were unexpected enjoyment of the written reflective process, leading to feelings of inspiration and unplanned diary purchases for continuation of learning. Time to input entries on placement was limited. Length of placement and part of programme did not impact entries, with very limited access issues. Whilst students did not always adhere to content instructions, content did meet the needs of the wider research study.

Conclusion

Although student numbers were small, diary completion rates were high. Entries met the needs of the wider research but allowed students unexpected opportunity to reflect on multiple aspects of learning in practice. This innovative approach supported real time collection of data from students, that could support further academic and practice partner collaboration to develop the optimum learning environment for students.

Delegate Learning Outcomes

Describe how digital diaries can be used within student nurse education as a contemporary, minimal limitation and easy to access resource.

Recognize that digital diaries can support attainment of personal and professional development attributes whilst in the practice setting.

Distinguish that digital diaries are one practical approach to embedding a culture of reflective practice whilst in the practice setting.

Recognition of digital diaries as an innovative approach to collecting real time data from students in practice, that would allow academia to work with practice partners to develop the optimum learning environment for students.

Recommended Reading Titles

Bartlett, R., and Milligan, C. (2021) Diary method London: Bloomsbury Academic

Presenter biographies

Kirsten Thomas

Kirsten Thomas trained as an adult registered nurse in England, where her passion for facilitating quality student education was ignited, and employment as a clinical educator in high fidelity simulation, and an MSc in Health Care Education soon followed.

Moving to Scotland presented further opportunity for immersion in all things education, holding posts in both practice and academic settings, working with pre and post registration nursing and midwifery students and staff.

Kirsten is currently a Full Time PhD student with Edinburgh Napier University, researching the lived experience of student nurses who are receiving coaching whilst in the practice setting.

Advancing nursing: using AI to streamline research abstract screening.

Monday, 31st March - 14:55: 2.4 Use of technology in nurse education - Oral - Abstract ID: 323

Ms. Alexandra Mudd (Sheffield Hallam University), Prof. Tiffany Conroy (Flinders University), Prof. Lambert Schuwirth (Flinders University), Dr. Siri Lygum Voldbjerg (Aalborg University), Dr. Anita Goldschmied (Sheffield Hallam University)

Aim Of Paper

This submission explores a proof-of-concept study where AI was used as a research tool to assist nurses during the screening stage of a literature review. The study expands upon existing knowledge by illustrating AI's ability to 'understand' complex nursing education concepts and assist in research screening. It also demonstrates how nurses, unfamiliar with AI and coding, can develop skills to improve efficiency and gain insights in their practice. The submission aims to demystify AI and coding, encouraging nurses to engage with these tools and leverage their potential for enhanced practice.

Abstract

Literature reviews are essential to healthcare research; but abstract screening is time intensive[1, 2], subject to human error[3,4] and is a non-creative task[5], arguably impeding research development. In nursing and healthcare abstract screening creates additional challenges as there is a societal imperative to remove barriers to best available evidence to support patients and families. Publicly available generative AI is revolutionising human activity creating new opportunities alongside new challenges for academic research[6]. Studies have illustrated the power of AI in abstract screening for discrete exact science projects[4,7,8]. However, individual healthcare researchers or small research teams, may lack the skills to independently use AI tools in a systematic, reproducible, transparent, and expandable manner[9]. Also, AI's capabilities to explore complex human activity, such as nursing, is unclear. Here we demonstrate ChatGPT's abilities to screen abstracts examining complex problems intersecting nursing education, nursing practice and diverse language, in a manner that is systematic, reproducible, and transparent. We further demonstrate how nurses with no AI background can use publicly available education in AI prompt engineering and Python computer coding using ChatGPT as a 'knowledgeable companion'[10] alongside assistance from interdisciplinary colleagues to use ChatGPT effectively. The result is an efficient first-line screening tool for nursing researchers.

References available at
https://flinders-my.sharepoint.com/:w:/g/personal/mudd0006_flinders_edu_au1/Ed0yAVWLhvpEknqY7qKDBEsBV9EE0dOjhX2

Delegate Learning Outcomes

Through this submission (oral presentation or poster) the participants will:

- Increase their digital literacy pertaining to AI, gaining tips for success and awareness of potential pitfalls.
- Be able to apply this knowledge for the purpose of research abstract screening.
- Gain inspiration to explore AI in a constructive and ethical manner appropriate to their professional role.
- Discuss the use of AI in nursing and research in a safe, supportive and non-judgemental environment.

(No prior experience with AI or computer coding is required.)

Recommended Reading Titles

A pre-print of our paper related to this submission is available via Research Square (Please note that this contains author names)

https://assets-eu.researchsquare.com/files/rs-4767916/v1/0b3f66de-1e39-4744-854c-43e41d9b8d23.pdf?c=1728460029

Mollick, E. (2024). Co-intelligence. WH Allen.

Presenter biographies

Alexandra Mudd

Alexandra Mudd is an adult nursing lecturer at Sheffield Hallam University and a PhD candidate at Flinders University, Australia. Alexandra has a background working in acute care in the UK, including Newcastle Upon Tyne Hospitals NHS Foundation Trust, The Royal Free London NHS Foundation Trust, and Sheffield Teaching Hospitals NHS Foundation Trust. After working in liver transplant and infectious diseases, Alexandra developed an interest in healthcare ethics, completed a law degree, and worked in legal practice. Her passion to be part of improvements in healthcare experiences, led her to work across clinical care and research both in the UK and Australia. Her primary interest is relationship-based care – how it is elucidated, practised, taught, researched, and valued. Alexandra's PhD focuses on public involvement in nursing pre-registration education pertaining to relationship-based care. Alexandra welcomes discussions and collaborations and is keen to listen and understand the opinion of others - a.mudd@shu.ac.uk.

2.5 Workforce recruitment & retention

Addressing health care workforce recruitment and retention through the role of the Legacy Practitioner: An East of England stakeholder evaluation across five participating NHS Trusts

Monday, 31st March - 14:25: 2.5 Workforce recruitment & retention - Oral - Abstract ID: 39

Prof. Sally Hardy (University of East Anglia), Ms. Sally Nuttall (NHS England (East of England))

Aim Of Paper

Addressing workforce challenges in contemporary health and social care settings is multi-faceted and complex. Seeking effective recruitment and retention strategies is required, particularly when resources are limited. The introduction of the Legacy Practitioner, as someone working part time, as a live mentor to colleagues during their day to day working lives, has shown potential impact on recruiting and retaining staff, who otherwise have intention to leave their chosen profession due to lack of support and workload pressures. This paper offers a stakeholder evaluation of the Legacy role having been introduced across five NHS Trusts in the East of England.

Abstract

Aim. Addressing workforce challenges in contemporary health and social care settings is multi-faceted and complex. Effective recruitment and retention strategies are required yet little support or principles for achieving this is provided, particularly when resources are limited. The introduction of the Legacy Practitioner role, working as a live mentor to colleagues during their day to day working lives, has shown potential in retaining staff, who otherwise have intention to leave their chosen profession.

Method. Through a stakeholder engagement approach to evaluation of expertise derived from a community of practice in the East of England, evidence of implementing the Legacy Practitioner role across five different employing organisations, attracted over 90 participants sharing their experiences, over a 12-month evaluation period.

Findings.The act of mentoring as shared learning and knowledge transfer, was captured through case examples of recruiting whole teams, onboarding new staff, and retaining new overseas recruits. All revealed a return on investment, and improvement to workplace cultures, where staff felt valued, heard and supported.

Conclusion. Embracing a mentoring culture can enhance workforce transformation, through offering flexible roles that allow the freedom to practice and sharing wisdom and experience between different staff groups, the Legacy practitioner role provides one such example of embracing embedded mentorship as an effective retention strategy.

Delegate Learning Outcomes

1: Exploring new workforce roles, such as flexible legacy practitioners across health care settings as potential retention strategy

2: Identifying how to support and enable workforce learning in the workplace, through the legacy practitioner, and live mentoring options

3: Consideration of how workforce planning can be used as a mechanism for career advancements and near retirement planning

Recommended Reading Titles

Haines, S., et al. (2021). A service improvement project of a legacy nurse programme to improve the retention of late career nurses. *Journal of Research in Nursing, 26*(7), 648-681.

Hardy, S. (2023). A case study evaluation of the legacy practitioner role: implications for system and workforce transformation. *International Practice Development Journal, 13*(1).

Mitosis, K. D., Lamnisos, D., & Talias, M. A. (2021). Talent management in healthcare: A systematic qualitative review. *Sustainability*, *13*(8), 4469.

Wray, J., et al., (2023). The potential benefits of legacy mentoring for newly qualified nurses. Nurse education in practice, 66; 103511.

Presenter biographies

Sally Hardy

Sally is Director of the Norfolk Initiative for Coastal and rural Health Equalities, NICHE at the University of East Anglia, leading on workforce and system level transformation. Sally is a dual qualified nurse (RN and RMN), who has always kept close links with clinical practice, throughout her academic and professional career. Sally's research interests focus on understanding what factors contribute to sustainable workplace cultures that are effective and enable all to flourish. Her work has taken her overseas, engaging with other coastal, rural communities, to ignite, innovate and embed improvements at scale.

Self assessment as a mechanism for development and retention of pre registration student nurses.

Monday, 31st March - 14:55: 2.5 Workforce recruitment & retention - Oral - Abstract ID: 22

Dr. Rebekah Hill (University of East Anglia), Ms. Lorna Sankey (University of East Anglia)

Aim Of Paper
To present the findings of a study whereby self assessment has been used in a pre registration student nursing programme to enhance professionalism and retention.

Abstract
The benefits of effective feedback, and the importance of student's engagement with it, are well established. Developing student feedback literacy skills is an important goal in higher education, since it will enhance the benefits of feedback to students (Carless and Boud 2018). The ability to correctly self-assess is an important quality, important for successful life as a student in higher education, essential for successful life as a health care professional, where one must demonstrate insight into behaviours, strengths and areas in need of improvement. Previous research into self-assessment within nursing students has been found to improve confidence to practice and problem solving (Eom et al, 2020), academic self-efficacy (Song et al, 2015) and competency, communication skills and learning motivation (Yoo et al, 2010). It can also engage students further with their learning and self-development, which may reduce student attrition rates (O'Donnell, 2009). Despite evidence supporting the benefits of self-assessment, it is not common practice to do so within nursing education. Therefore, this project intends to provide students with the ability to formatively self-assess, and to allow lecturers to provide formal feedback on their professional attributes.

In this study, all year one pre-registration BSc Adult Nursing Students within a UK university are provided with developmental feedback whilst they are in theory blocks from September 2023. Students will first completed their own assessment of performance within five professional domains. At the end of the theory block, the seminar leads assessed the students for the same professional domains. The students compared their self-assessment to that of the lecturers. Opportunity to discuss the results was provided on an individual basis upon request. Students and staff completed a survey about the experience of completing the self-assessment and receiving feedback. The presentation will present the results of the evaluation.

Delegate Learning Outcomes
To provide an overview of the self assessment project
To describe the student and lecture experience of the feedback project
To share evaluation data from the project

Recommended Reading Titles
Careless and Boud 2018 Feedback Literacy Advance HE.
O'Donnell (2009). The emotional impact of nursing student attrition rates.
Song et al (2015), Effect of a Self-Evaluation Method Using Video Recording on Competency in Nursing Skills, Self-Directed Learning Ability, and Academic Self-Efficacy
Yoo et al (2010), Nursing students' self-evaluation using a video recording of foley catheterization: effects on students' competence, communication skills, and learning motivation

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 the RCN Gastroenterology Forum Committee Chair, 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.

2.6 Sustaining and developing the nursing workforce - from support workers to advanced practitioners

Healthcare Assistant induction and competency pack- T4 child mental health unit

Monday, 31st March - 14:25: 2.6 Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Oral - Abstract ID: 37

Ms. Beth Duncalf (Alder Hey Children's Hospital)

Aim Of Paper

The aim of the paper is to ensure all Healthcare Assistants [HCA] have a competency framework to support the practice, knowledge and skills of our staff. To ensure all HCA meet the required standards of both QNIC, CQC and the trust. To provide assurance that all new HCA starters will meet the required training and education to deliver excellent care to all patients.

Abstract

The framework includes the core skills and training required to work in a child mental health unit, meeting the standards of multiple quality improvement networks. The induction pack outlines the values and aims of Sunflower House (T4 mental health unit).

The competency pack is split into three sections, focusing on the 'why' and 'how' to carry out the tasks whilst working and accessing the Practice Educator. The first section focuses on the Alder Hey values and expectations of all staff. The user will be asked to assess themselves at week 1, 6 and 12 of the core skills programme and the Practice Assessor will complete an assessment on week 12. Section two is the core skills competence, going through the daily care and management of patients and their families at Sunflower house. Section three is a training record, which aims to apply the core skills and knowledge, and presents a development pathway to further consolidate band three clinical competencies. The pathway includes policy-written competencies, all in one document, to allow staff to work through each section, building on their knowledge and experiences. It also allows for the Practice Educator to review and monitor progress, and provide evidence of all training and competencies achieved.

Section three further compromises of three colours: Blue, to complete within 4 weeks (induction), purple, to complete within 12 weeks and green, to complete within 6 months. This provides a visual representation of their development, and further lists other opportunities and training courses the staff can achieve, such as venepuncture or becoming a champion in a speciality (such as infection control or tissue viability).

Delegate Learning Outcomes

- To provide a clear, structured and standardised programme for all Healthcare Assistants working in Sunflower House.
- To ensure the service meets the requirements of CQC and QNIC from a training perspective.
- To enable staff to improve their skills and competencies whilst supporting their development as band 3 clinical healthcare assistants
- Enable the Practice Educator to monitor, track and review individual staff development, identify strengths and areas for improvement

Recommended Reading Titles

Blackpool Teaching Hospital NHS Foundation Trust. HCA Development Package for their first 3 months.
Great Ormond Street Hospital for Children NHS Foundation Trust. Clinical Assistant Skills Book.
Alder Hey band 3 developmental competencies

Presenter biographies

Beth Duncalf

I am a Paediatric Nurse working at Alder Hey Children's hospital. After completing my undergraduate degree at the University of Dundee, I accepted the position of staff nurse in the acute general paediatric ward. I then completed a Master's degree in Mental Health Nursing, became the CAMHS and eating disorder lead on the ward and then accepted the job as MH and LD Practice Educator. I cover four teams, and provide divisional and trust wide support. I am currently completing a PGCE in clinical teaching and advancing my passion for developing the workforce.

THRIVE Programme

Monday, 31st March - 14:55: 2.6 Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Oral - Abstract ID: 34

Mrs. Helen Muncey (The Queen Elizabeth Hospital King's Lynn), _Dr. Theresa Shaw_ (NICHE), _Mrs. Nicola Plaatjies_ (The Queen Elizabeth Hospital King's Lynn)

Aim Of Paper

This paper explores innovative strategies to support the health workforce, emphasising education partnerships for staff development and career progression. Key initiatives include clear pathways for new graduates, lifelong learning approaches, and models addressing staff well-being, recruitment, and retention. Central to this is the 2024 THRIVE Programme, funded by the Norfolk Initiative for Coastal and Rural Health Equalities (NICHE). THRIVE offers a 12-month development plan for newly qualified multi-professional registrants, preparing them for leadership roles in complex settings. Aligned with NICHE workforce transformation goals, THRIVE is a key step towards sustainable workforce development and sustainable transformation.

Abstract

The THRIVE Programme is co-designed with Dr Theresa Shaw and the QEH Education Faculty and co-delivered by experts from the QEH with contributions from the NICHE team. The programme offers an enhanced learning opportunity designed to equip newly qualified healthcare professionals with the comprehensive skills needed to navigate the complexities of working within the NHS. The programme fosters a dynamic culture of critical inquiry and supports the development of leadership abilities, quality improvement (QI) expertise, and research engagement. Over the course of 12 months, participants are provided with guaranteed study time, face-to-face teaching sessions, and dedicated time to complete a QI project focused on areas such as patient experience, clinical service, staff welfare, or team culture change.

The programme's core content covers leadership development, quality improvement fundamentals, research introduction, and skills development. Leadership modules focus on self-awareness, person-centred practice, team dynamics, and the role of leaders in contemporary healthcare settings. QI training, delivered by the QEHKL QI team, includes service improvement methodologies and practical tools for measuring and enhancing healthcare quality. Research components encourage involvement in practice-based research and the use of evidence to inform clinical practice, while skills development sessions emphasise effective collaboration, evidence appraisal, and influencing others.

Key objectives of the programme include developing a robust skill set to manage NHS complexities, equipping participants with tools to build resilience, nurturing future leaders, and addressing workforce challenges related to recruitment and retention. The programme also offers pathways for candidates to combine clinical and academic development, fostering a culture of continuous learning.

Expected outcomes for individuals include accelerated career progression, leadership experience, peer support, and enhanced confidence and competence. For the employer organisation, the programme serves as a recruitment and retention strategy, cultivating a prepared talent pool of committed future leaders.

Delegate Learning Outcomes

Delegates will gain an understanding of the proof of concept behind the development of the THRIVE Programme. They will explore how the programme's learning outcomes were designed to include leadership development, enhancing self-awareness, team dynamics, and leadership skills in healthcare. Delegates will also develop Quality Improvement (QI) skills to improve patient care and service delivery, engage in research to promote clinical excellence, and build resilience and leadership experience to support career progression. Through collaboration and critical inquiry, delegates will address workforce challenges and support organisational growth.

Additionally, they will hear firsthand experiences from candidates who completed the THRIVE journey

Recommended Reading Titles

West, M. A. (2021). Compassionate Leadership: Sustaining Wisdom, Humanity and Presence in Health and Social Care. The Swirling leaf press.

Cardiff,S., Sanders,K., Webster,J., Manley,K. (2020) Guiding lights for effective workplace cultures that are also good places to work. *International Practice Development Journal.* Vol.11.No.2. Article 2.

Presenter biographies

Helen Muncey

Helen Muncey is the Head of Education at Queen Elizabeth Hospital, King's Lynn, where she leads the development of educational programmes for healthcare professionals. With a wealth of experience from education focused roles at Cambridge University Hospitals, Royal Surrey County Hospital, and Health Education England, she brings expertise in healthcare education, quality assurance, and workforce development.

Helen creates a learning environment that promotes clinical excellence, professional growth, and leadership. She has introduced initiatives like the THRIVE Programme, which helps newly qualified professionals navigate the complexities of the NHS. Her focus on continuous improvement, lifelong learning, and addressing workforce challenges such as recruitment, retention, and staff well-being ensures that educational efforts align with broader healthcare goals, fostering sustainable workforce development and better patient experience and care.

Theresa Shaw

Dr. Theresa Shaw, an Independent Nurse Consultant and Associate Facilitator for the Foundation of Nursing Studies (FoNS), is dedicated to helping nurses thrive as compassionate and skilled professionals. With 40 years of experience as a Registered Nurse, her career spans clinical practice, education, and practice development. As former Chief Executive of FoNS, Theresa championed nurse-led innovations for person-centred care and staff wellbeing. Named on the Nursing Times Leaders List, she has advised on numerous education, research, and policy initiatives, chaired the NICE IBS Guideline Development Group, and served on various editorial boards. Theresa has mentored nurses at all career stages and held honorary research fellowships. Recently, she consulted on a radiographer diagnostic reporting project and continues to support FoNS programs. She is currently involved in developing the "THRIVE" graduate program for nurses and allied health professionals at QEHKL NHS Trust.

Nicola Plaatjies

Nikki is The Deputy Head of Education faculty and has worked in Education since 2009. As Deputy Head of the Faculty her remit includes Education, Research and Innovation, and ensuring these are captured with the education portfolio the team provides. During this time, she has held the position as Post Graduate Education lead for the International Nurse programme, Preceptorship and the Return to Practice Programme and previously as the PDN for the division of surgery. She has been a nurse for 23 years and held clinical posts in emergency surgery and as a ward sister in female surgery and gynaecology before moving into clinical education. Her education qualifications include DipHE, BSc in Nursing, PGCERT and MSc in Medical Education. It is a privilege to support our learners and staff to develop and to influence patient care through education.

3.1 Neurodiversity

Developing a Comprehensive Support Package for Neurodivergent Student Nurses in Clinical Practice

Monday, 31st March - 15:55: 3.1 Neurodiversity - Oral - Abstract ID: 154

Mrs. Louise Jones (Swansea Bay University Health Board, Wales)

Aim Of Paper

The aim of this submission is to present a support package designed to enhance the clinical placement experience for Neurodivergent student nurse. This support package is currently being considered for implementation across Wales and specific areas of Ireland. This support packages responds to the unique challenges faced by student nurses with conditions such as autism, ADHD, and dyslexia. The package aims to reduce barriers, increase inclusivity, and improve retention through proactive communication with Practice Supervisors, regular check-in with the Practice Education Facilitators (PEFs), and individualised guidance plans.

Abstract

This presentation will introduce the support package which is aimed at enhancing clinical placement experience of Neurodivergent student nurses. The support package has been developed in response to the growing recognition of the unique challenges faced by student nurses who are Neurodivergent. The support package is comprised of three key components: informing the Practice Supervisor/Practice Assessor (PSPA) prior to clinical practice, PEF (Practice Education Facilitator) check-ins, and a detailed individualised guidance plan.

The support package allows Neurodivergent students to self-refer and access a personalised support package which is tailored to meet their specific needs during the length of their programme. It ensures that student nurses can have applied reasonable adjustments in their clinical environments. Regular PEF check-ins provide ongoing support and a structured platform for feedback, encouraging an environment of continuous reflection and adaptation of reasonable adjustments. These check-ins are essential for identifying potential challenges early.

The guidance plan serves as a tool for PS and PA's, offering strategies by providing information for them to overcome barriers in clinical settings. It includes recommendations for reasonable adjustments tailored to each individual student. Another key element of the package is proactive communication with PS and PA's before the student begins placement. This helps break down barriers by easing the initiation of difficult conversations for the Neurodivergent students. By informing Supervisors and Assessors in advance, the support will encourage and enable open dialogue, which can reduce anxiety for Neurodivergent student nurses, and promotes a more supportive, inclusive placement experience.

This impact of this package on Neurodivergent student nurses within our Health Board, has the ability to reduce attrition rates and improve placement outcomes. If implemented, there is a potential that this support package could be disseminated to support all Neurodivergent students within clinical environments, ensuring they thrive and contribute meaningfully to their profession.

Delegate Learning Outcomes

- Understand the unique challenges faced by Neurodiverse student nurses during clinical placements and how these can affect retention.
- Explore strategies to encourage proactive communication between student nurses, Practice Supervisors, and Practice Assessors, creating a more supportive and inclusive environment.
- Learn how regular check-ins with Practice Education Facilitators (PEFs) can identify challenges early and ensure timely interventions to support Neurodiverse students.

- Recognise the importance of individualized guidance plans for implementing reasonable adjustments in clinical placements.

- Identify how this proposed model can be adapted for wider use in nursing education, supporting diversity and inclusion across the nursing workforce.

Recommended Reading Titles

Not Applicable at present

Presenter biographies

Louise Jones

Louise Jones started her career in 2011 as a Recovery Practitioner. In 2017, she was promoted to Junior Sister, reflecting her leadership capabilities. In 2020, Louise transitioned into education, becoming a Practice Education Facilitator, where she supports nursing students and staff in their professional growth.

In 2022, Louise additionally took on the role of a Practice Tutor at the Open University, guiding students as an Academic Assessor through their various programmes in clinical placements.

Innovating for a sustainable workforce through neuroinclusive selection to health professions: process evaluation of a novel co-designed online multiple mini interview

Monday, 31st March - 16:25: 3.1 Neurodiversity - Oral - Abstract ID: 116

Dr. Alison Callwood (University of Surrey), *Dr. Jenny Harris (University of Surrey)*

Aim Of Paper

This paper aims to share unique insights into how we can foster sustainability in our health professions workforce by giving access to hidden pools of talent through enabling the neurodivergent community.

We will evidence how, by adapting the universal design for learning theory, we aimed to build fairness fairness in selection to health professions and education programmes from the ground up.

Abstract

Background

Ensuring equity, inclusivity, and diversity in selection to health professions education programmes is recognised internationally as an ethical and practical imperative. Globalisation and increased workforce pressures amplify this need. Fulfilling our responsibility to ensure fair selection is complex due to recent unprecedented change to online interviews and the need to ensure healthcare workforce sustainability. We applied the principles of Universal Design for Learning (UDL) to explore processes that enable equal opportunities for underrepresented groups.

Aim: to evaluate the accessibility needs of neurodivergent applicants when undertaking online interviews

Methods

A co-design approach was used to evaluate an online Multiple Mini Interview (MMI) platform. 100 neurodivergent volunteers took a three question, four-minute MMI which was assessed by independent interviewers. They completed a semi-structured evaluation questionnaire and were invited to suggest accessibility optimisation features. An accessibility tool bar comprising these features was built into the platform and evaluated with an additional 100 neurodivergent volunteers.

Data were analysed using descriptive statistics and conventional content analysis. Differential attainment was explored by comparing neurodivergent volunteers mean scores with a random sample of n= 50 neurotypical volunteers using Mann Whitney test.

Ethical approval was obtained from the principal-investigator's university.

Results

Suggested accessibility features included: colour, contrast, sub-titles, font choice, video settings and progress customisation, enabling applicants to optimise their interview set up.

92% of neurodivergent volunteers felt the platform made it easy to complete the interview; 70% thought the interview outcomes were fair and 70% were less anxious.

Statistically significant differences were not found in mean interview scores (per question or total) between neurotypical and neurodivergent volunteers.

Conclusion

These preliminary findings suggest the co-designed interview platform was fair and highly acceptable to neurodivergent applicants. Inclusive optimisations should be designed into online interviews enabling a wider community of applicants for a more sustainable workforce.

Delegate Learning Outcomes

To demonstrate how:

- Low cost interventions can result in high impact changes
- Universal Design for Learning principles can be effectively and impactfully adapted to a candidate selection context
- Leveling the playing field is achievable resulting not only in fair processes but opening up opportunities for under-represented groups

Recommended Reading Titles

1. Council of Deans of Health Equality, Diversity, and Inclusion: https://www.councilofdeans.org.uk/category/policy/equality-diversity-and-inclusion/. Accessed 06.03.23.
2. United Nations Department of Economic and Social Affairs 17 Sustainable Development Goals: https://sdgs.un.org/goals. Accessed 06.03.23.
3. https://www.oecd.org/publications/the-post-covid-19-rise-in-labour-shortages-e60c2d1c-en.htm
4. Meyer, A., Rose, D., Gordan, D. 2013 Universal Design for Learning: theory and practice. Cast Incorporated Ltd, New York.
5. Robert, G., Locock, L., Williams, O., Cornwell, J., Donetto, S., Goodrich, J. 2022. Co-producing and co-designing. Cambridge University Press, Cambridge.

Presenter biographies

Alison Callwood

Dr Alison Callwood gained her Doctor of Philosophy in 2015 at the University of Surrey. She has a background in midwifery, nursing practice and education spanning 30 years. In 2023 she was awarded a Fellowship from the Royal College of Midwives.

Alison is an internationally recognised structured interview specialist actively engaged in post-doctoral research exploring admissions to health professions education programmes.. She is a Fellow of the Institute of People-Centred AI, University of Surrey, the UK Medical Schools Council MMI Expert Group and Council of Deans for Health EDI Reference group.

Alison has been awarded multiple grants from Innovate UK, including the 2023 Women in Innovation award. Her recent work includes the GENIUS (Generating Neurodiverse Inclusive Selection) project exploring the impact AI can bring to recruitment/admissions and how the interface between technology and humans can be softened to facilitate equity, inclusivity, and diversity particularly for neurodivergent applicants.

Embracing inclusivity in student healthcare practice - educating and supporting staff

Monday, 31st March - 16:55: 3.1 Neurodiversity - Oral - Abstract ID: 24

Ms. Emilie Edwards (Middlesex University), Dr. Rachael Major (The Guernsey Institute)

Aim Of Paper

This paper aims to discuss a RePAIR project funded initiative to develop freely available, standalone, interactive, web-based e-learning modules to support healthcare professionals working with neurodivergent (ND) students in practice. A stakeholder group of ND students, registrants and lecturers integrated innovative animations based on ND students lived experiences to develop these resources. The NHS long term workforce plan (2023) recognises that learners may not have a good experience of working in the NHS and healthcare professionals often report they are unsure of how to support ND students in practice. This work aims to improve the learner experience and workforce diversity.

Abstract

Studies show that up to 20% of the population are neurodivergent. Healthcare students and staff report experiencing bias and discrimination in the workplace. The People Plan for 2020/21 (NHS England, 2020) promotes a vision placing a compassionate and inclusive culture at the centre of the NHS. It highlights that all NHS employees and employers are accountable for tackling bullying and harassment. This resource focusses on creating a more civil and respectful culture

This team utilised a wide range of ND stakeholders (nursing and radiology students, nurses, midwives and lecturers) from across the UK to develop a series of interactive resources, including animated case studies for healthcare workers working with and assessing students. An intersectional approach based on lived experience was used to ensure that diversity of all kinds (race, gender, sexual identity, age and disability) was considered. The aim was to enhance understanding of the experience and needs of the ND student community through immersion in realistic scenarios, contributing to the education and support of staff in practice settings to maximise student potential, manage student needs effectively and support retention.

This project was evaluated by pairing a ND student with a Practice Supervisor (PS) and Practice Assessor (PA). The PS/PAs completed a pre-package questionnaire evaluating their understanding of neurodivergence. They then completed the package and a post-package questionnaire. A follow-up questionnaire was sent to the PA/PSs following the placement and semi-structured interviews were conducted with students either in a focus group or individually if requested.

Healthcare staff stated their understanding of supporting ND students following the training. It improved their awareness and gave them tools to support students using a more personalised approach. Students reported that the tool made supervisors more receptive to discussions surrounding reasonable adjustments and that this had improved their overall experience on placement through individualised adaptations.

Delegate Learning Outcomes

At the end of the presentation delegates will be able to:

- Discuss neurodiversity and how it is relevant to nurses and other healthcare professionals working with students
- Identify the specific challenges that ND students might experience on placement, recognise why this is important and understand the different adjustments that can be made for and with ND students

- Know how to have supportive conversations with students and identify how to clearly and effectively communicate with ND students particularly in practice or before an assessment
- Identify how to adapt assessments of ND students to account for their strengths and needs

Recommended Reading Titles

- Edwards et al. (2022) How can midwives and educators better understand, teach and support neurodivergent students? *TPM*. 25 (8), pp. 32-34.
- Edwards, E. (2023) Supporting autistic midwifery students: fostering inclusion and empowerment. *MIDIRS*. 33 (4), pp. 302-304.
- HEE (2022) Guide to Practice Based Learning (PBL) for Neurodivergent Students Available at: https://www.hee.nhs.uk/sites/default/files/documents/Guide%20to%20Practice-Based%20Learning%20%28PBL%29%20for%20Neurodivergent%20Students.pdf
- Major, R., et al (2024). Supporting neurodivergent nursing students in their practice placements. *Nursing Standard*, *39*(7), pp. 57–65.
- RCN (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

Emilie Edwards

Emilie Edwards is an autistic Senior Lecturer in Midwifery at Middlesex University and neurodiversity advocate. She believes that listening to the lived experiences of neurodivergent and disabled people is essential to drive coherent, consistent, and concrete changes within institutions, which is essential in eliminating discrimination. She focuses on developing innovative, inclusive, and accessible teaching and learning resources that have been implemented across the NHS and HEIs and have inspired change in teaching and learning processes. Emilie has also worked with accessibility and neurodiversity networks in Higher Education Institutions, the Royal College of Midwives and the NHS to improve support for neurodivergent colleagues, students, and service users. Her tireless dedication to improving accessibility and neurodivergence acceptance have led to a profile in teaching and learning, that has seen her recognised in achieving institutional and national awards for neurodiversity advocacy.

Rachael Major

Rachael is a senior lecturer and Equality Diversity and Inclusion Lead at the Guernsey Institute University Centre. Rachael chaired the working party which developed the RCN Neurodiversity Guidance documents and website. Her doctorate explored the lived experiences of dyslexic nurses and she has since widened her research to include other areas of neurodivergence including autism, ADHD, dyspraxia, and dyscalculia. She has spoken extensively on this at conferences and to organisations by invitation such as NHS Education for Scotland, Academic of Medical Educators and Higher Education Institutions. She has lived experience of neurodiversity both personally, as a parent and professionally; leading the screening, organising assessments and identifying and ensuring the implementation of reasonable adjustments for students across all programmes within the Institute, both in theory and practice

3.2 New approaches in pre-registration nurse and nursing associate education

The Power of Schwartz Rounds supporting emotional wellbeing in Nursing and other Healthcare students in Higher Education.

Monday, 31st March - 15:55: 3.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 229

Mrs. Jodie McGarry (University of Hertfordshire), Mrs. Michele O'Grady (University of Hertfordshire)

Aim Of Paper

In this presentation facilitators of Schwartz rounds within the University of Hertfordshire will share our experiences of integrating Schwartz rounds into the higher Education institution for preregistration BSc MSc and nursing associate students across the four fields of nursing, and other healthcare students within the school of health and social care. We will discuss the background of Schwartz, how it benefits students and faculty staff. We will also address some of our challenges. It will aim to provide a platform to reflect on our experience and share good practice in line with future nurse standards (NMC, 2018).

Abstract

Schwartz Rounds, originally developed for use in for clinical healthcare settings, offer a structured forum where healthcare professionals come together to reflect and discuss emotional and social challenges of their work. McCarthy et al. (2021) conducted an evaluation which found that Schwartz rounds had an overwhelmingly positive effect on emotional wellbeing of staff enabling them to continue giving compassionate care.

While traditionally applied in clinical settings, their integration into higher education institutions is valuable to create a compassionate culture and support student wellbeing. In October 2022, Health Education England commenced a project to introduce Schwartz rounds to healthcare students in HEIs in the Midlands. The Project was extended and in 2023 the University of Hertfordshire became part of the Schwartz South Project.

Implementing Schwartz Rounds in universities provides a safe space for reflective dialogue, fostering empathy, collaboration, and emotional resilience among students. Early adoption in academic institutions suggests that these rounds can cultivate a deeper understanding of the human side of healthcare education, address some of the challenges healthcare students face and enable educators to better support themselves and their students (Hamilton et al, 2023).

The aim of our presentation is to discuss and explore with the audience the context of Schwartz; the story behind their inception and will cover all aspects of our experience from setting up steering groups, advertising, recruiting storytellers and deciding on topics to reflect upon, through to our experience in delivering the rounds and beyond. This will include addressing the barriers and challenges and sharing our golden moments.

During the presentation we will also be sharing feedback from our students, from several disciplines including nursing, midwifery, radiography, physiotherapy and paramedic science who have attended our rounds so far, which show a remarkable success with almost 100% of participants evaluating the rounds in a positive manner.

Delegate Learning Outcomes

- The background and context of Schwartz
- The purpose of Introducing Schwartz Rounds into Higher Education Institutes
- How to set up a steering group, including the challenges this creates
- How to implement rounds within your student communities
- Challenges of recruiting storytellers
- How to decide on reflection topics to address contemporary nursing issues that may exist in HEI communities and clinical areas (including addressing burnout and Imposter syndrome)

- The benefits of attending rounds for both staff and students
- How to align your rounds with curriculum content in preregistration nursing education.
- Benefits and challenges of facilitating rounds and the impact on staff

Recommended Reading Titles

McCarthy I, Taylor C, Leamy M, Reynolds E, Maben J. 'We needed to talk about it': The experience of sharing the emotional impact of health care work as a panellist in Schwartz Center Rounds® in the UK. Journal of Health Services Research & Policy. 2021;26(1):20-27. doi:10.1177/1355819620925512

Hamilton, D., Taylor, C., & Maben, J. (2023). How Does a Group Reflection Intervention (Schwartz Rounds) Work within Healthcare Undergraduate Settings? A Realist Review. *Perspectives on medical education*, *12*(1), 550–564. https://doi.org/10.5334/pme.930

Nursing and Midwifery Council. (2018a). Future nurse: Standards of proficiency for registered nurses. https://tinyurl.com/mre499pp

Presenter biographies
Jodie McGarry

A co-produced evaluation of Schwartz Rounds in our HEI

Monday, 31st March - 16:25: 3.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 262

Ms. Joanna Holland (University of Brighton), Mrs. Lesley White (University of Brighton)

Aim Of Paper

To explore our learning journey as we introduced Schwartz Rounds in our HEI and engaged with our nursing students to evaluate the Rounds utilising qualitative research processes.

To reflect on the inclusive role that Schwartz Rounds can play in HEIs to: share the 'hidden stories' of an organisation, prepare students to overcome change and build student resilience for a lifelong nursing career.

To inspire collaborative projects with nursing students, in which co-produced research is created and communicated.

Abstract

Schwartz Rounds are reflective practice sessions, in which stories are shared and facilitators guide a reflective conversation with the audience. Evaluations are then completed by both the storytellers and the audience, which are used to inform future Rounds and guide reflection. As part of the 'Schwartz South' project led by the University of Surrey, we have introduced Schwartz Rounds at our university.

Our storytellers have included combinations of healthcare students, colleagues from practice and our students. We have actively sought to apply the principles of inclusion, equality and diversity practice to our Rounds when considering the stories we seek out and the audience who attend. The audience is predominantly healthcare students, with some staff and practice colleagues.

We engaged with four nursing students to undertake a research project using the data from the anonymised evaluations. In pairs, the nursing students undertook a simple literature review process and shared their findings in discussions, to gain an understanding of what is already known about Rounds. Next, they learnt and undertook a thematic analysis process to process the data about how our audiences have experienced Rounds. Through the independent discovery of themes from the longer-text evaluation data, the nursing students have uncovered ideas about how students experience Rounds.

The final stage has been to compare and contrast the two sets of themes, a process of resolving conflicts and combing themes until saturation has been reached. The student researchers have subsequently recognised the value of Rounds to build a community of reflective practice and increase their resilience for their nursing careers.

Delegate Learning Outcomes

- To understand the impact of Schwartz Rounds for nursing students, including the
  preparation of students to overcome change and develop strategies to improve resilience for a lifelong nursing career.
- To reflect on ways that nursing students can contribute to research projects and the evaluation of services or projects, and confidence in collaborating with nursing students to produce work for publication and conferences.

- To consider how Schwartz Rounds embed positive life-long learning attitudes for students, through the leadership and research skills of collaborative projects, and the desire to explore new, effective ways of working in multidisciplinary teams.

Recommended Reading Titles

Maben, J., Taylor, C., Reynolds, E. et al. 2021. Realist evaluation of Schwartz rounds® for enhancing the delivery of compassionate healthcare: understanding how they work, for whom, and in what contexts. BMC Health Serv Res. 21, 709.

Atkins, S., et al 2023, "Storytelling and affiliation between healthcare staff in Schwartz Round interactions: A conversation analytic study", Social science&medicine,vol. 333, pp.116111-116111.

Jakimowicz, S. & Maben, J. 2020, "I can't stop thinking about it: Schwartz Rounds® an intervention to support students and higher education staff with emotional, social and ethical experiences at work", Journal of clinical nursing, vol. 29, no. 23-24, pp.4421-4424

Presenter biographies
Joanna Holland

https://research.brighton.ac.uk/en/persons/joanna-holland

Employment:
Nurse lecturer Nov 2020 to present
Operating theatre nurse: May 2009 to present (previously full time, now on bank contract)
National Student Drama Festival, various roles 2001-2005.

Master, MSc Clinical studies and education. Award Date: 22 Feb 2019
Diploma in Nursing, University of Brighton. Award Date: 15 May 2009
Bachelor, BA (hons) Theatre Studies, University of Hull. Award date: 2004

External positions:
Branch Chair, Brighton and Hove, Royal College of Nursing 2024-
Treasurer, Brighton and Hove RCN Branch Jan 2023 → 2024

RCN Perioperative Forum 1 Jan 2022 → 31 Dec 2025
Branch Chair, Brighton and Hove, Royal College of Nursing
30 Sept 2019 → 1 Jan 2022

Developing confidence in nursing research through student-led journal clubs

Monday, 31st March - 16:55: 3.2 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 239

Ms. Abril Tejedor Benitez (Universitat Jaume I), _Ms. Jana Abdel-Jawadova (University of Essex), Prof. Camille Cronin (University of Essex)_

Aim Of Paper

To explore nursing students' learning experiences and perceived benefits of student-led journal clubs on a pre-registration nursing programme.

Abstract

Background: Journal clubs can help nursing students develop effective critical thinking and appraisal skills to promote understanding of evidence-based practice. The effectiveness of these clubs remains underexplored, particularly concerning the impact on students' confidence level in their research skills.

Aim: To explore nursing students' learning experiences and perceived benefits of student-led journal clubs on a pre-registration nursing programme.

Method: This is an evaluation study of a research embedded designed curriculum. Initially, a focus group discussion with three students was used to explore nursing students' experiences of an extracurricular journal club during a final year dissertation module in 2022. The findings of the focus groups subsequently informed the next stage and the development of a questionnaire structured around the Research Skill Development (RSD) Framework (Willison and O'Reagan 2015) to evaluate the new embedded journal club sessions among final year nursing students from December 2023 to January 2024. A total of 43 students completed the questionnaire.

Results: Thematic analysis of the initial focus group highlighted three themes: "continuity of learning", "I have that critical thinking in me"; and "we got a bit braver". The second group participating in the student-led journal club sessions reported their experiences using the questionnaire. The areas rated highest were 'Communicate and apply', 'Find and generate' and 'Evaluate and reflect' with large percentages of the group reporting feeling confident in skills such as applying research findings (69.8%), assessing validity and reliability of evidence (60.5%) and understanding the implications for clinical practice (65.8%).

Conclusions: Students found the journal club enhanced their learning by building their confidence and improving their understanding of evidence. This activity should be started early and be an integral part of nursing programmes. Further research is required to evaluate its long-term impact by considering the students participating in journal clubs from the start of the programme.

Delegate Learning Outcomes

To consider how to integrate journal club sessions in the nursing curriculum to promote evidence based practice
To discuss strategies for embedding critical appraisal skills throughout the nursing curriculum
To explore classroom activities to promote confidence in research skills among nursing students

Recommended Reading Titles

Aweid,B., Haider,Z., Wehbe, M., and Hunter,A. (2022). Educational benefits of the online journal club: A systematic review. Medical Teacher 44:1, 57-62, DOI: 10.1080/0142159X.2021.1963424

Chae Kim, S., Sabel,S., McHargue, S., and Bloom, R. (2020). Impact of an extracurricular, student-led journal club on evidence-based practice among baccalaureate nursing students. _International Journal of Nursing Education Scholarship._ 17(1_). https://doi.org/10.1515/ijnes-2020-0004_

Willison, J. and O'Regan, K. (2018) _Research Skills Development Framework._ Available at:

https://www.adelaide.edu.au/melt/ua/media/765/rsd_4nov19.pdf

Presenter biographies
Abril Tejedor Benitez

Abril Tejedor Benítez is currently a PhD candidate at Universitat Jaume I in Spain. She worked as a Lecturer in Adult Nursing in the UK for 12 years until July 2024. Her research interests include evaluating the impact of health care practitioners' training and education; the clinical environment's impact on student's perceived competence; patient safety and stroke.

3.3 Student experience

A Phenomenological study exploring the lived experiences of Widening Participation student nurses

Monday, 31st March - 15:55: 3.3 Student experience - Oral - Abstract ID: 257

Mrs. Mo Theurer (Edinburgh Napier University)

Aim Of Paper

To outline the progress to date of a phenomenological study which will explore the lived experiences of Widening Participation (WP) student nurses within the UK. This will include the results of a scoping review of the literature from 2000 onwards and the identified gaps in knowledge.

Abstract

WP has been a policy concern for many years with the aim of increasing access to Higher Education (HE) for those who may be discouraged by social, cultural, economic or institutional barriers. In healthcare, WP is a key issue for nursing to promote recruitment of a diverse workforce that reflects the health care needs of the population and is essential in the recruitment strategy for the nursing profession given the national nursing shortage and the ageing nursing workforce.

Scoping review methodology was used to map the existing research on the subject and to allow a greater understanding of this body of literature (Arksey & O'Malley, 2005). This literature review has shown that there are pockets of research and practice about HEI support for specific WP groups but has not shown a systematic approach to WP across the student development within nursing. Therefore, this phenomenological study aims to explore the in-depth lived experiences of WP student nurses, including what support systems they find valuable and what HE systems/processes disadvantage them.

Research question

1. What are the lived experiences of WP student nurses and what influences their experiences of learning and teaching while in HE?

2. What are the barriers and enablers that influence WP students to complete or not their pre-registration nursing programme?

Objectives and outcomes

To gain an in-depth understanding about the lived experiences of student nurses who have entered HE through a non-traditional or widened accessed route and explore their perceptions of barriers and enablers informing their decisions to continue. To identify and evidence an in-depth understanding of the WP student experience of learning and teaching on pre-registration programmes with a view to informing recommendations for future policy and practice.

The study has just received ethical approval, and participants will be recruited through social media from across the UK.

Delegate Learning Outcomes

To gain an appreciation of the gaps in the literature relating to WP student nurses

To improve awareness of the Widening Participation policies within the UK

Recommended Reading Titles

Bateson, J., Somerville, M., Griffin, R., Hancock, D. (2018) Different people, different views, different ideas: do widening participation definitions influence the impact and practice of widening access in healthcare? Widening Participation and Lifelong Learning, 20, 1 102-122. https:doi.org/10.5456/WPLL.20.1.102

NHS Health Education England (2014) Widening Participation It Matters! Our strategy and Initial action plan https://www.hee.nhs.uk/sites/default/files/documents/Widening%20Participation%20it%20Matters_0.pdf

Scottish Government (2017) The CNO Commission on Widening Participation in Nursing and Midwifery Education and Careers. Scottish Government https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2017/12/cno-commission-widening-participation-nursing-midwifery-education-careers/documents/00528586-pdf/00528586-pdf/govscot%3Adocument/00528586.pdf

Presenter biographies
Mo Theurer
I worked within the NHS for 40 years before retiring and then being fortunate to start working part time at ENU. I have a keen interest in life long learning and took the plunge to commence a Professional Doctorate with the study focus being the lived experiences of Widening Participation student nurses. I am now in my third year of study, which has been challenging at times but I do relish a challenge.

"Follow the yellow brick road" A case study exploring the lived experience of second year pre-registration student nurses' on their self-directed learning journey(s) at a university in the north of England

Monday, 31st March - 16:25: 3.3 Student experience - Oral - Abstract ID: 295

Ms. Fay Codona (University of Cumbria)

Aim Of Paper

The aim of this presentation is to disseminate the findings from a piece of practitioner research conducted with BSc pre-registration nursing students at a widening participation university in the UK. The primary research aim was to illuminate the issues surrounding motivation and engagement with self-directed learning in the second year of the pre-registration nursing programme from the student perspective. The findings may help to further educator understanding of the student nurse learning journey and guide innovations to support student retention and success.

Abstract

Second-year student nurses are particularly vulnerable to struggling with their studies and self-directed learning as the demands of their academic and clinical programme increase. To unpick the issues surrounding self-directed learning in year two, there must be an understanding of how this experience feels for students and what factors might impact the motivation and engagement of second years with self-directed learning. The following research questions were addressed:

What are second year pre-registration student nurses' understandings of the purpose and importance of SDL?
What are second year pre-registration student nurses' experiences of the barriers to motivation and engagement with SDL?

A case study approach was selected as it offered the opportunity to provide a detailed account of the student experience. In addition to second-year students, third-year pre-registration student nurses were targeted for data collection due to their recent experience of completing year two and their ability to offer reflections on this. This research employed a semi-structured questionnaire completed by second-year students and an in-person focus group with third-year students. The findings from this case study reflected that a lack of understanding of self-directed learning is not the reason for a lack of engagement with it, as the students largely understood that they needed to "follow the yellow brick road" of self-directed learning to reach success (_The Wizard of Oz_, 1939). However, the research highlighted that the second year is overwhelming and stressful, creating multiple barriers to engagement with self-directed learning. The key implication for practice arising from the research is an enhanced educator understanding of the student experience of self-directed learning, which will assist educators to evaluate their own practice and develop new innovations to support the student journey.

Delegate Learning Outcomes

The intended learning outcomes of the presentation are to develop understanding of the second-year student nurse experience of self-directed learning and what some of the student identified barriers to motivation and engagement with self-directed learning are within the research presented. It is hoped this will lead to reflection on practice, sharing of good practice, and generation of thought and discussion in relation to the issues raised.

Recommended Reading Titles

N/A

Presenter biographies

Fay Codona

Fay studied Adult Nursing at the University of Cumbria in 2014, graduating as a registered nurse in 2017, subsequently working as a General Practice Nurse in Cumbria. Fay has been part of the nursing programme team at the University of Cumbria since March 2019, offering a unique perspective to the students as she has been in their shoes not too long ago! Fay is passionate about the student experience and innovation in nurse education; her current role is as a Senior Lecturer in Adult Nursing, with co-ordination responsibilities for year two of the nursing programme. Fay achieved a Masters in Education Professional Practice in 2024 with a focus on the student lived experience of self-directed learning in year two of the nursing undergraduate programme.

Fay Codona

Fay studied Adult Nursing at the University of Cumbria in 2014, graduating as a registered nurse in 2017, subsequently working as a General Practice Nurse in Cumbria. Fay has been part of the nursing programme team at the University of Cumbria since March 2019, offering a unique perspective to the students as she has been in

The experiences of LGBTQ+ student nurses in the West of Scotland

Monday, 31st March - 16:55: 3.3 Student experience - Oral - Abstract ID: 46

Dr. David Hunter (University of the West of Scotland), Ms. Maggie Hogg (University of the West of Scotland)

Aim Of Paper

This concurrent session aims to share the findings of a piece of qualitative research on the experiences of LGBTQ+ student nurses. The authors were keen to explore how LGBTQ+ student nurses navigate their programmes of study and the support which is available to them. With 50% of programmes leading to registration occurring in clinical practice, it was important to include students' experience from both a university and practice learning perspective.

Abstract

Background: There appears to be little published literature around the experiences of LGBTQ+ student nurses. Articles were located around the experiences of student nurses caring for LGBTQ+ patients, or their attitudes towards them, but very little around the experience of being an LGBTQ+ student nurse. An inclusive curriculum also came up during literature searching. One article, over thirty years old, by Stephany (1992) highlighted that gay and lesbian nursing students may choose to hide their true identity or allow assumptions that they were heterosexual to go unchallenged, due to fear of any repercussions. Clarke (2017) reported similar findings, that LGBTQ+ student nurses negotiate if and how their sexuality is revealed and that this varies between the practice learning or university environments. There is a clear gap in the literature to further explore this topic both in general, and from a Scottish perspective specifically.

Methodology: The methodology used in this study was Exploratory-Descriptive Qualitative research, as described by Hunter, McCallum and Howes (2019). This methodology is appropriate when there is little or nothing known about the topic under investigation, as was the case here.

Methods: Following ethical approval, purposeful sampling was used to recruit participants. Despite two rounds of recruitment (one year apart) we managed to only secure 7 participants. Data was collected via individual face-to-face interviews, conducted online using the Zoom platform. Interviews were recorded and transcribed verbatim, using the built-in functionality already on Zoom. Transcribed interviews will then be analysed thematically, following the guidelines provided by Braun and Clarke (2006, 2021).

Findings: Data analysis has commenced and will be completed in time for conference.

Implications: Our initial impression of the data suggests that implications will exist for both education and clinical practice regarding how to support LGBTQ+ student nurses during their programme of education and beyond.

Delegate Learning Outcomes

To understand the experiences of LGBTQ+ student nurses during their time in the university setting.

To understand the experiences of LGBTQ+ student nurses during their time in the practice learning experience.

To task delegates to consider how they already support LGBTQ+ student nurses, recognising each unique lived experience and potential areas for growth.

Recommended Reading Titles

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', Qualitative Research in Psychology, 3(2), pp. 77-101.

Braun, V. and Clarke, V. (2021) Thematic Analysis: a Practical Guide. London: Sage Publications.

Clarke, D. (2017) 'What's it like to be a gay male nursing student?', _Nursing Standard,_ 31(23), p. 35.

Hunter, D. J., McCallum, J. and Howes, D. (2019) 'Defining Exploratory-Descriptive Qualitative (EDQ) research and considering its application to healthcare', *GSTF Journal of Nursing and Health Care,* 4(1), http://dl6.globalstf.org/index.php/jnhc/article/view/1975

Stephany, T. M. (1992) 'Faculty support for gay and lesbian nursing students', *Nurse Educator*, 17(5), pp. 22-23.

Presenter biographies

David Hunter

Dr David Hunter is a Senior Lecturer in Adult Nursing, Community and Health at University of the West of Scotland (UWS). David was an Emergency Department Nurse for around 10 years before moving into education. He worked as a Practice Education Facilitator before joining UWS in 2011. He also worked for three years at University of Glasgow from 2018-2022 before returning to UWS. David's research interests have focused on the experiences of student nurses. He has also explored the health benefits of peer-supported exercise in the LGBTQ+ community. David will be the Programme Lead for BSc Adult Nursing at UWS when a new version of the programme begins in September 2025.

3.4 New approaches in pre-registration nurse and nursing associate education

The use of oral examination as an alternative assessment strategy in a Nursing Associate programme

Monday, 31st March - 15:55: 3.4 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 303

Dr. Jacqueline Elton (University Hospitals of Leicester)

Aim Of Paper

This paper sets out an alternative approach to assessment of Student nursing associates which utilises the approach of oral examination or 'viva.'

Student nursing associates come from diverse background and for many they are new to academia, and may struggle with written assessments, but can excel in other formats.

This paper details how this novel approach is undertaken and examines how it can be used to explore and extend depth of understanding and knowledge allowing students to pull together experiential and academic learning.

This approach is seen to both complement and support the traditional written academic assignment

Abstract

The viva or oral examination has a long history as an assessment tool in higher education (Hungerford et al 2015). This abstract outlines its use in an FDSc apprenticeship Nursing Associate (NA) programme.

Students enter the NA programme from a wide range of backgrounds with diverse learning needs (Kessler et al, 2020). Recognising this, a range of assessment methods are utilised, one of the innovative approaches introduced, is the use of a 1 hour viva.

Students are provided with a detailed patient scenario/ case study 10 weeks before the viva which reflects the four fields of nursing practice. All scenarios present a complex patient with multiple care concerns. These are physical, psychological, social and include omissions/ errors.

In the weeks before the viva the student has to research their case study, identify care concerns and undertake deeper research into three of those concerns, prior to discussing these with the examination panel.

The panel look for depth of understanding of the care received (or not received), evidence of wider reading and, critically, understanding of the NA's role caring for the patient. As each trainee approaches the exercise differently the panel have the opportunity to probe and question encouraging stretch and development.

This approach has been running for 4 years and results, coupled with evaluations from trainee's and members of the education team indicate this approach works, allowing some trainees who struggle with written academic work to excel. Previous comments from university moderators noted that the level of knowledge and application exceeded expectations.

The pass rate is generally around 85%, comparable with other assessment formats. Students indicate that whilst they are anxious about the approach they actually enjoy getting to 'know' and understand a patient in the depth required, and then demonstrating that knowledge.

Delegate Learning Outcomes

Gain an enhanced awareness and understanding of alternate assessment methods.

Understand how a novel approach to learning that allows trainee to integrate their knowledge from practice with academic knowledge applied to 'real' patient scenarios

Acknowledges the need for diverse and inclusive assessment methods

Recommended Reading Titles

Hungerford C, Walter G, Cleary M. Clinical case reports and the viva voce: a valuable assessment tool, but not without anxiety. *Clin Case Rep.* 2015 Jan;3(1):1-2. doi: 10.1002/ccr3.225. PMID: 25678962; PMCID: PMC4317199.

Kessler I, Steils N, Samsi K, Moriaty J, Harris J, Bramley S and Manthorpe J (2020) *Evaluating the introduction of the Nursing Associate Role in Health and Social Care: Interim Report* NIHR Policy Research Unit in Health and Social Care Workforce The Policy Institute, Kings College London

Presenter biographies

Jacqueline Elton

I have worked within the University Hospitals of Leicester for over 30 years in a number of roles as a clinical nurse, ward sister, Matron, deputy head of nursing and currently work as a module lead on the Nursing associate programme.

In addition to working as a Nurse I also have a PhD in law and a special interest in Nursing Law and ethics, this is something which I thread through much of my teaching.

Bridging the Gap: Evaluating the Impact of the Pilot Phase of the RCN Wales Healthcare Connect Programme for Nursing

Monday, 31st March - 16:25: 3.4 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 124

Dr. Teresa Filipponi (University of South Wales), *Prof. Carolyn Wallace* (University of South Wales), *Mr. Owain Jones* (University of South Wales), *Mrs. Claire Hall* (Health Education and Improvement Wales)

Aim Of Paper

The aim of this paper is to discuss the evaluation of the pilot phase of the RCN Wales Healthcare Connect Programme for Nursing, which seeks to support the transition of non-traditional learners into undergraduate nursing programs. By employing a mixed methods approach, the study investigates the experiences and challenges faced by participants while assessing the programme's impact on their confidence, resilience, and readiness for nursing roles. Additionally, it identifies areas for improvement and makes recommendations for future programme expansion to enhance access and diversity within the nursing workforce in Wales, ultimately addressing the critical staffing shortages in the NHS.

Abstract

The NHS in Wales has faced significant staff shortages since COVID-19 pandemic, resulting in nurses leaving the permanent register in 2022-2023 and approximately 2,500 vacancies in nursing, midwifery, and health visiting roles.[1,2] There has also been a decline in applications for nursing courses.[3] In response, Health Education and Improvement Wales (HEIW) launched the RCN Wales Healthcare Connect Programme for Nursing, aimed at supporting aspiring nurses who may not meet traditional academic requirements by offering a six-month paid Healthcare Support Worker role alongside educational preparation for a nursing degree.[4] A pilot programme ran from October 2023 to March 2024.

To conduct the evaluation, a qualitative design was employed, using two focus groups (n=6 learners) and online semi-structured interviews with facilitators from USW, HEIW, and Aneurin Bevan University Health Board (n=6). Data analysis involved generating unabridged transcripts and conducting thematic analysis supported by NVivo 12 software. Coding was conducted, and the themes and sub-themes were identified, achieving data saturation.[5]

The analysis identified four themes and associated sub-themes:

1. **Challenges in Meeting Required Grades**: Learners faced academic, personal, and external barriers affecting their ability to meet the programme's educational requirements.
2. **Impact of the Programme**: Learners experienced increased confidence and resilience, benefitted from practical and theoretical learning alongside strong support and guidance.
3. **Programme Challenges and Improvement Areas**: The need for better theoretical and practical training, improved communication between stakeholders, and ongoing support for learners was highlighted.
4. **Ambitions and Aspirations**: This theme focused on students' future goals and the ongoing development of the programme.

The RCN Wales Healthcare Connect Programme for Nursing addresses critical challenges in nursing education and workforce development in Wales. While the programme has shown significant benefits, including enhanced practical and academic preparation, areas for improvement such as enhanced training, clearer communication, and broader stakeholder involvement have been identified.

Delegate Learning Outcomes

The evaluation of the pilot phase of the RCN Wales Healthcare Connect Programme for Nursing highlighted the crucial role of the programme in supporting non-traditional learners as they transition to nursing roles. Learners reported enhanced confidence, reduced anxiety, and appreciated the practical experience provided. Both learners and stakeholders advocated for the programme's expansion, emphasising its potential to diversify the nursing workforce in Wales. Although several recommendations were made to improve programme delivery, the RCN Wales Programme for Nursing stands out as an innovative and inclusive solution that engages non-traditional learners from diverse life pathways while addressing critical NHS workforce shortages.

Recommended Reading Titles

N/A

Presenter biographies

Teresa Filipponi

Teresa is a Senior Lecturer in Human Nutrition and a Senior Clinical Research Fellow at Prime Centre Wales. As a UKPHR-registered public health practitioner with extensive experience leading public health interventions across diverse populations, including hard-to-reach groups. Teresa led the implementation of the Welsh Government's strategy to improve food in schools in Wales.

Her research interests are broad, with a strong focus on nutrition, public health, and the well-being of diverse populations. Teresa's work often explores the intersection of nutrition and health, particularly among vulnerable or underserved groups. Her expertise includes qualitative and mixed-methods research, with a specific emphasis on Social Return on Investment (SROI) analysis. She has conducted evaluations of social prescribing and health interventions, utilising mixed-methods approaches and SROI analysis.

Using a unique experiential learning method to teach principles of dignity to undergraduate nurses and inter-professional peers; introducing the 'DACIE'.

Monday, 31st March - 16:55: 3.4 New approaches in pre-registration nurse and nursing associate education - Oral - Abstract ID: 267

Ms. Lesley Butcher (Cardiff University)

Aim Of Paper

This paper aims to share the successful delivery of an innovative experiential learning session, which aimed to enhance empathy and promote dignity and respect in patient care. Nursing students worked alongside other undergraduate students in healthcare, in a unified approach to foster dignity in patient care. This approach aimed to enhance collaborative relationships, practice interprofessional communication, increase exposure to other healthcare roles, and improve cultural competence. Students participated in experiential learning activities that placed them in a position of 'indignity'; the intention was to impart an experience of empathy to better understand the patient's perspective.

Abstract

Dignity is a multifaceted concept, encompassing self-acknowledgment, respect and autonomy. It is experienced as being valued as a unique individual and is one of the core values of human rights. Nurses have a legal and ethical responsibility to maintain patient dignity. Independent regulators of health and social care services support this important aspect of care. However, patient dignity is not always maintained in healthcare settings. Undignified care can impact a patient's mental health and have negative effects on recovery. High profile reports have potential to affect the trust of the public.

Interprofessional Education (IPE) for undergraduate nurses is important preparation in nurturing collaboration and communication post-qualification. IPE allows students to expand their understanding of other roles and responsibilities. Improving communication between interprofessional colleagues is considered to enhance patient safety and improve decision-making.

By engaging in experiential learning, students were able to integrate theory with practical experience. In small groups under supervision, students took part in frequently encountered practice scenarios that reflected compromised dignity. The experiential tasks and activities were termed 'DACIE' (Dignity Action Challenge for Improving Empathy). Reflecting on their own feelings, students were better able to empathise with some of the emotions and reactions of patients who experienced similar situations.

Students completed written reflections pre and post the dignity challenges. They consented to video interviews and discussed their feelings associated with the learning experience. Key terminology extracted from analysing the student interviews included feeling 'unimportant', 'invisible', 'ignored', 'abnormal', 'irrelevant', 'exposed', 'not belonging', 'judged' and 'out of place'.

Participants stated that this method of learning had significantly enhanced their understanding of dignity and affirmed that it would impact their attitude and approach towards patients in practice. Some commented that the method was superior to classroom learning and recommended that this teaching method become a compulsory part of the undergraduate curriculum.

Delegate Learning Outcomes

1. Learn about the DACIE dignity challenges as appropriate for undergraduate and qualified nurses and other interprofessional colleagues.
2. Learn the practicalities of this approach and how it can be integrated into the current nursing curriculum.

3. Understand how experiential learning activities can enhance empathy.
4. Understand the importance of interprofessional learning and how this can prepare students for life as a qualified practitioner.

Recommended Reading Titles

- Council of Deans of Health and Anglia Ruskin University, 2024. Report: Simulation in Nursing Education: An Evidence Base for the Future. UK: CoDH.
- Ekpenyong, M., Nyashanu, M., Ossey-Nweze, C., & Serrant, L. (2021). Exploring the perceptions of dignity among patients and nurses in hospital and community settings: an integrative review.*Journal of research in nursing : JRN*, *26*(6), 517–537.
- Spaulding, E.M, Marvel, F. A, Jacob, E, Rahman, A, Hansen, B.R, Hanvok, L.A, Martin, S.S Y Han, H. 2021. Interprofessional education and collaboration among healthcare students and professionals: a systematic review and call for action. *Journal of Interprofessional Care*, 35:4, pp. 612-621.

Presenter biographies

Lesley Butcher

Lesley is a Senior Lecturer in Nursing at Cardiff University. She has over 30 years' qualified experience in Nursing, most recently working in advanced practice and specialist roles focusing on the care of older people and people living with dementia. Lesley has experience working in care homes, hospitals, and community settings. She has a master's degree in Psychoanalytic Psychotherapy and has a specialist interest in psychodynamic and emotional care. Lesley is passionate about applying and instilling person-centred care principles in caring for people living with Dementia. She teaches extensively on this, across undergraduate and postgraduate programmes within Cardiff University. She delivers national and international presentations on subjects related to emotional care and dementia. She has conducted qualitative research on the safeguarding of human rights for people living with dementia in care homes.

3.5 Innovation in inclusive education

Can telling our stories make us stronger? Using the Tree of Life as a creative, inclusive, innovative approach to enhance self-awareness, connection and resilience in nursing.

Monday, 31st March - 15:55: 3.5 Innovation in inclusive education - Oral - Abstract ID: 286

Dr. yvette brown (University of Birmingham), *Ms. Emily Byrne* (University of Worcester)

Aim Of Paper

The Tree of Life (TOL) is a psychosocial intervention that forms part of narrative therapy. It was developed by Ncube-Mlilo and Denborough to support children in Zimbabwe who were experiencing trauma; to tell stories that harness a positive and empowering narrative of self (Ncube, 2006). This presentation aims to introduce the Tree of Life as a creative pedagogy, showcasing our journey of embedding it into pre-registration nursing curricula at the University of Birmingham and University of Worcester. We will examine the strengths, challenges and opportunities the Tree of Life offers to nurse education to enhance reflexivity, community and inclusivity.

Abstract

Knowing oneself, developing self-awareness and resilience are essential requirements of being a nurse today (NMC 2018), as nurse educators we continually seek ways to enhance these skills in our students. This is rarely achieved by using didactic and traditional teaching and learning approaches in our classrooms. Creative approaches are required to fully engage the rich diversity of student nurses we teach to inspire, enhance participation and facilitate reflection and learning (Glynn 2023).

One such tool we recently discovered is the TOL. The TOL uses a culturally sensitive strength-based approach rooted in Afrocentric values of community, spirituality and hope. These values are often invisible and undervalued in nurse education dominated by Whiteness, Eurocentric biomedical models that focus on a deficit approach, marginalising other ways of knowing (Jackson 2023). The TOL invites individuals to metaphorically map out their personal stories using the structure of a tree. The root, trunk, branches, leaves and fruits represent an individual's heritage, their strengths, supporters, and future aspirations, ensuring all aspects of identity is recognised and not lost. A safe space is created where individuals share stories of strengths and hope and are encouraged to become their own author (Ncube 2006).

We will present the key principles of the Tree of Life, showcasing its accessibility and adaptability to teach psychosocial interventions to pre-registration mental health students, develop self-awareness in a nursing leadership module and promoting team cohesiveness and connection in the department of nursing and midwifery. We will also present our own experiences of implementing a new pedagogical approach that centres on inclusivity and students taking an active role in their learning, rather than passively receiving information. We will tell our story, sharing feedback, achievements, challenges and future plans.

Delegate Learning Outcomes

By the end of the presentation delegates should be able to:

Provide an overview of the TOL and consider how it can be applied in nurse education

Consider the value of creative pedagogic approaches in nurse education to engage and contest Eurocentric teaching methods and approaches

Consider the potential value of TOL to enhance self-awareness, connection and resilience in nurses

Undertake their own reflection and consider the strengths, challenges and opportunities the TOL can offer in their own practice

Recommended Reading Titles

Glynn, M (2023) *Creative Pedagogy*. Critical Publishing: St Albans

Jackson, D (2023) 'Perpetuating the whiteness of nursing: Enculturation and nurse education', in M. Lipscomb (ed) *Routledge handbook of philosophy and nursing.* London: Routledge Publishing, pp. 392-403

Ncube, N (2006). The tree of life project using narrative ideas in work with vulnerable children in southern Africa. *International Journal of Narrative Therapy and Community Work,* (1), pp. 3-16

Nursing Midwifery Council (2018) Standards of proficiency for nurses. https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/

Presenter biographies

yvette brown

I am an Assistant Professor in Mental Health Nursing at the University of Birmingham. I have been a mental health nurse for several years working in a range of acute and community mental health settings. My personal interests and teaching responsibilities include person-centred mental health, psychosocial interventions, diversity and difference in mental health and centring lived experiences of mental health in teaching, learning and research to challenge and transform mental health practice. I completed my PhD in 2021 that focused on Black men and their lived experiences of mental health and oppression. Contact me on y.brown@bham.ac.uk.

Emily Byrne

Emily is a Lecturer in Child and Young People's Mental Health at the University of Worcester. She is a Registered Mental Health Nurse, NMC Nurse Teacher and Fellow of the Higher Education Academy. She has previously worked as Lecturer in Mental Health Nursing and contributes to teaching pre-registration nursing students at the University of Worcester. Emily has worked in a range of practice settings, including Acute Adult In-patient Mental Health Care, Psychiatric Crisis and Home Treatment, Mental Health Liaison working in Accident and Emergency, Primary Care Mental Health working in GP surgeries and in Child and Adolescent Mental Health Service. Contact me on emily.byrne2@worc.ac.uk

How developing an innovative 'VALUE framework' to explore cultural humility enables learners and practice educators to appreciate diversity, promote inclusivity and support a conducive learning experience.

Monday, 31st March - 16:25: 3.5 Innovation in inclusive education - Oral - Abstract ID: 110

Mrs. Paula Shepherd (Bournemouth University), Mrs. Belinda Humphries (Bournemouth University)

Aim Of Paper

International students are faced with significant cultural challenges when completing their healthcare programmes. They can feel unsure and voiceless. This presentation will identify the rationale for the development of a framework to promote cultural humility to enhance the learning experience. It will provide an overview of a workshop developed for students and practice educators that explores strategies that promote inclusivity and understanding, enabling effective communication, understanding and team working.

Abstract

One in eight nurses practice in a nation that is different to the one they were born or educated in (Buchan et al 2022). Bazeer et al (2024) identifies the migratory nature of the nursing workforce thus illustrating the primacy of ensuring nurse education that is reflective of the skills for culturally competent practice. Adhikari and Smith (2023) argue the need for improved appreciation of diversity and inclusion for the future of the profession. Nursing programmes require significant learning and assessment within the practice arena. As practice educators, the authors became aware of challenges international students were experiencing in their practice placements. The opportunity to appreciate the learner experience helped to identify the factors that increase vulnerability and impact on effective learning experiences. It is imperative that cultural humility is an integral aspect of practice education.

The development of the VALUE framework workshop supports student and educator to explore their understanding in a safe collegiate environment. The strategies developed can be applied in supporting students in developing their professional practice, to find their voice and for teams to appreciate each other's perspective. Cultural humility aids effective team working, evidence-based care and confidence through enhanced recognition of inclusivity as a learning strategy. Practice educators, as gatekeepers to the profession, are charged with ensuring fair, valid and reliable assessment of proficiency. Practice assessment is an intra organisational process. The VALUE framework enables practice educators and academic assessors to appreciate the impact of cultural understanding of supporting and guiding the learning experience.

This presentation will illustrate how the workshop was developed with the support of practice colleagues and students. It will showcase strategies to promote inclusivity that supports effective learning and professional development.

Delegate Learning Outcomes

- Appreciate the lived experience of learners and practice educators
- Reflect upon the impact of the experiences for learners, practice educators and patients
- Recognise how cultural humility supports professional practice development
- Introduce the VALUE framework workshop
- Identify strategies that enhance cultural humility in practice

Recommended Reading Titles

Adhikari, R and Smith P. 2023. Global nursing workforce challenges: Time for a paradigm shift. *Nurse Education in Practice.* 69:103627. doi:10.1016/j.nepr.2023.10362

Bazeer, N., Kelly, E., and Buchan, J, 2024. *Nursing locally, thinking globally.* www.health.org.uk

Buchan, J., Catton, H., and Shaffer, F.A.. 2022. *Sustain and Retain in 2022 and Beyond.* Philadelphia: International Centre on Nurse Migration. www.icn.ch

Presenter biographies

Paula Shepherd

I qualified as a registered nurse in 1986 and gained clinical experience in the NHS, USA and private sector. I have developed my role in interprofessional practice education since 2004. My current role is Senior University Practice Learning Adviser, responsible for the quality assurance of placement experiences through monitoring, support and education. I am also a senior lecturer, academic assessor for adult nursing and personal tutor.

Belinda Humphries, Bournemouth University

Upon qualification in 1987, I gained experience in acute medicine, specialising in respiratory medicine, then undertook a role in registration and inspection for the independent sector. Since 2000, as a Senior University Practice Learning Adviser my role has been in practice education with the Faculty of Health and Social Sciences. My work focuses on working in partnership with practice partners in an atmosphere of trust and mutual respect in order to provide quality practice placements.

Gamified & Inclusive High Fidelity Simulations during Intensive Care Unit Team Days

Monday, 31st March - 16:55: 3.5 Innovation in inclusive education - Oral - Abstract ID: 228

Mr. Emanuele Gerlando (Guy's & St. Thomas' NHS Foundation Trust), Ms. Christine Villavert (Guy's & St. Thomas' NHS Foundation Trust), Mrs. Rama Vadivel (Guy's & St. Thomas' NHS Foundation Trust), Ms. Laura Rowlands (Guy's & St. Thomas' NHS Foundation Trust), Ms. Veronica Rapezzi (Guy's & St. Thomas' NHS Foundation Trust), Ms. Sabrina Marletta (Guy's & St. Thomas' NHS Foundation Trust)

Aim Of Paper

The aim of this paper is to highlight to highlight the efficacy of inclusive simulations to enhance team performance, collaboration and clinical decision making in ICU. The overall goal is to strengthen the collective performance of the nursing teams, increasing confidence, improving job satisfaction and ultimately improving patient safety, driving better clinical outcomes.

Abstract

Introducing gamified and inclusive high fidelity simulation during Intensive Therapy Unit (ITU) Team Days presents an innovative approach to improve team dynamics, clinical decision making and patient outcomes. ITU is a high-stakes, complex and stressful environment where interdisciplinary collaboration and communication are critically important to manage rapidly changing situations. By integrating gamification with high fidelity simulations during team days, the Practice Development team has allowed the nursing teams of a tertiary cardiothoracic ITU to experience realistic scenarios in a structured yet immersive environment, enhancing engagement and motivation, whilst promoting psychological safety. Gamified simulations incorporate game elements such as scoring systems, challenges, rewards and "fun distractions", creating an environment that fosters competition, collaboration, and continuous development. These elements enhanced the learning experience of participants, by increasing focus, encouraging active participation and reducing anxiety associated with high pressure simulations. The aspect of inclusivity was always the main focus of the experience as participants played different active roles, regardless their level of experience and job role, allowing them to participate equitably in a safe environment experiencing different perspectives and roles, aiming to give them the experience to "step out their comfort zone" showing leadership skills.

The combination of gamification and inclusivity ensures that the learning environment is both challenging and supportive, catering to a range of learning styles and promoting psychological safety. This approach not only enhances individual competencies but also fosters a cohesive team culture, ultimately leading to improved patient care and safety in ITU. Future research should explore the long-term impact of such simulations on team performance, staff retention, and clinical outcomes.

Delegate Learning Outcomes

- enhanced teamwork and collaboration
- Improved communication skills
- Strengthened clinical decision-making
- Refined technical and procedural skills
- Developed leadership and followership
- Increased adaptability under stress
- Inclusive team dynamics and respect for diverse perspectives
- Improved patient safety outcomes

Recommended Reading Titles

- Critical Care Nursing Workforce Optimisation Plan and Staffing Standards 2024-2027 (UK Critical Care Nursing Alliance)
- Gamification in Critical Care Education and Practice (Critical Care Explorations, 2024)
- THE MEDICAL ESCAPE ROOM: INCORPORATING SIMULATION AND GAMIFICATION TO ENHANCE CRITICAL CARE EDUCATION (CHEST, 2023)

Presenter biographies

Emanuele Gerlando

Intensive Care Nurse with an incredible passion for education and development. In the years has moved into a full time role in education, with particular interest in high fidelity simulation, ECMO, bedside cardio-echography and psychological safety.

3.6 Innovation in inclusive education

Can reflective practice support the transition and sense of belonging for international educated nurses coming to the UK?

Monday, 31st March - 15:55: 3.6 Innovation in inclusive education - Oral - Abstract ID: 324

Ms. Christine Mckenzie (Royal College of Nursing), _Mr. Gift Maliwa_ (Central London Community Healthcare), _Ms. Gladys Murianki_ (London North West University Healthcare NHS Trust)

Aim Of Paper

To critically explore the use of reflective practice groups for internationally educated nurses who have been in the UK under five years. Whilst reflective practice is commonly used within nursing practice there is little written about the benefits of this approach for internationally educated nurses recruited to work in the UK as a way of creating a sense of belonging and support with the transition to a new system in an unfamiliar country.

Abstract

A global shortage of nurses, continues to necessitate the recruitment of nurses from overseas to provide high quality care in the UK, manage service pressures, and aid the recovery of the National Health Service (NHS) from the pandemic. The aspirations set out in the NHS long term plan, to ensure the NHS has a bright future, (NHS England,2019) is dependent on a skilled and satisfied workforce to achieve better health outcomes for patients and service users (West, et al 2020).

Yet there is little written on how healthcare providers can support international educated nurses, locally (IEN's) to transition to the UK healthcare systems, beyond their initial Nursing and Midwifery Council overseas registration process.

This paper will explore and share the outcomes of two reflective practice groups for IEN's and how this experience has contributed to their transitions to nursing in the UK. One of the principles used to establish the group was the concept of a stranger group encouraging group members not to communicate socially outside of the sessions. The group provided a space to consider in depth some of the emotional challenges in relocating and finding their way in a new system, in an unfamiliar country. Whilst staying proud of their cultural identity, professional expertise and associated achievements.

We will draw on group members shared experience of transitioning to the UK to explore what helps and or hinders, IEN's to transition to the UK. Evidence how a sense of belonging energies this community of the nursing workforce, who are capable of leading across healthcare systems and yet at times remain unable to work to their true potential (Lanada & Culligan, 2024). A contributing factor to the groups working well was having a space outside the boundaries of their organisation, to openly share and discuss their experiences.

Delegate Learning Outcomes

To develop a shared understanding of the approaches taken to develop the reflective practice group. To hear firsthand the experience of group members and the impact on services and patient outcomes. Discuss how the learning from this approach can inform future practice across health and social care. Understand the importance of one-to-one meetings with international educated nurses that go beyond assessing achievement of tasks and the attainment of core competencies to aid retention of the international workforce. Explore the benefits of stranger groups when considering reflective practice.

Recommended Reading Titles

- West, M., Bailey, S., and Williams, E. (2020) The Courage of Compassion-supporting Nurses and Midwives to deliver high quality care. London

September   2020   available   at:https://www.kingsfund.org.uk/sites/default/files/2020-09/The%20courage%20of%20compassion%20full%20report_0.pdf (accessed: October 19th 2024)

- NHS England (2019). The NHS Long Term Plan. Available at: www.longtermplan.nhs.uk/publication/nhs-long-term-plan (accessed on October 19,2024).
- Lanada, A. J and Culligan, K. (2024) The experiences of internationally educated nurses who joined the nursing workforce in England. *British Journal of Nursing* 2024 33:2, 78-84

Presenter biographies

Christine Mckenzie

Christine is a Professional Lead for Education at the Royal College of Nursing.   Prior to joining the Royal College of Nursing Christine worked across the NHS as a senior nurse leading teams and services through change and transition.   Christine enjoys working with Nurses and other healthcare professionals to increase their leadership capacity and is a visiting lecture at the Tavistock and Portman NHS trust on their MA programme, Leading and Consulting in organisation's using a psychodynamic and systems approach. Christine is committed to equity, inculsion and diversity and enjoys travelling in her spare time.

Gift Maliwa

Gift is a community research nurse with extensive experience coordinating studies across two distinct settings: Zambia and the UK. Drawing on his background as a district nurse in the UK, he effectively engages health professionals in understanding and valuing the importance of research in clinical practice. Passionate about supporting nurses, Gift encourages them to incorporate research into their daily routines, enhancing patient care and outcomes. Currently pursuing an MSc in Clinical Research Delivery, he is committed to fostering a culture of evidence-based practice within the nursing community.

Gladys Murianki

Gladys is a specialist nurse working in sexual health services within the NHS. Gladys is thoughtful in her approach as a nurse leader and draws on her own experience of been an international educated nurse to support others who are transitioning to working in the UK.

Gladys is currently enjoying transitioning to her role as a specialist nurse whilst also exploring opportunities for professional development to enhance her role. Gladys enjoys travelling in her spare time.

Critical Care Academic Program and Simulation Lab: This comprehensive training enhances the skills and knowledge of newly qualified nurses (NQNs) in critical care.”

Monday, 31st March - 16:25: 3.6 Innovation in inclusive education - Oral - Abstract ID: 270

Mrs. Rama Vadivel (Guy's & St. Thomas' NHS Foundation Trust), Mrs. MOYA PIPER (Guy's & St. Thomas' NHS Foundation Trust), Mr. ITAYI CHINEHAHA (Guy's & St. Thomas' NHS Foundation Trust), Mr. Emanuele Gerlando (Guy's & St. Thomas' NHS Foundation Trust), Ms. Shareca Brown (Guy's & St. Thomas' NHS Foundation Trust), Ms. Carmen Wong (Guy's & St. Thomas' NHS Foundation Trust), Ms. Christine Villavert (Guy's & St. Thomas' NHS Foundation Trust), Ms. Sabrina Marletta (Guy's & St. Thomas' NHS Foundation Trust)

Aim Of Paper

The aim of this study is to evaluate the impact of a structured critical care academic program and simulation lab on enhancing the skills and knowledge of newly qualified nurses (NQNs) in the critical care environment. The study seeks to assess how these training approaches help NQNs develop the necessary competencies to deliver safe, effective, and high-quality care in high-pressure critical care settings, ultimately improving patient outcomes

Abstract

Newly qualified nurses (NQNs) entering the field of critical care often face significant challenges in adapting to the high-stakes, fast-paced environment. Critical care demands advanced clinical judgment, technical skills, and quick decision-making, which NQNs may lack despite academic preparation. Traditional training methods are often insufficient to bridge the gap between theoretical knowledge and practical application in such a specialised area.

This study explores whether incorporating a comprehensive critical care academic program, coupled with simulation-based training, can enhance the skills, knowledge, and confidence of NQNs in managing complex patient conditions in critical care. The critical care academic program provides NQNs with focused, in-depth theoretical knowledge of pathophysiology, advanced pharmacology, and specialised interventions required in critical care settings. The simulation lab, on the other hand, offers an experiential learning environment where NQNs can practice hands-on skills, clinical decision-making, and teamwork in a controlled yet realistic setting. This research examines the effectiveness of these dual training methods in improving NQNs' critical care competencies. By comparing the performance, confidence, and patient outcomes between NQNs who underwent the program and those who received only traditional training, the study aims to highlight the importance of targeted educational interventions in critical care. Preliminary findings suggest that NQNs who participated in both the academic program and simulation lab training demonstrated improved critical thinking, procedural competence, and overall readiness to work in high-acuity environments. Simulation-based training provided NQNs with a safe space to make errors, reflect on decisions, and receive constructive feedback, significantly enhancing their ability to manage real-life clinical situations.

This study will further explore long-term benefits such as retention rates of NQNs in critical care and their ongoing professional development. The results will offer valuable insights for healthcare institutions aiming to improve onboarding processes and educational strategies for new nurses in critical care environments.

Delegate Learning Outcomes

1. To assess the effectiveness of the critical care academic program in enhancing the theoretical knowledge of newly qualified nurses (NQNs).
2. To determine the impact of simulation-based training on NQNs' practical skills in critical care.

3. To evaluate the combined effect of both academic and simulation-based training
4. To examine the impact of the program on patient outcomes and quality of care.
5. To explore the role of simulation labs in reducing the transition anxiety experienced by NQNs in critical care.
6. To provide recommendations for future curriculum development and implementation in critical care education for NQNs.

Recommended Reading Titles

Elias, C. E., & Day, T. (2020). Experiences of Newly Qualified Nurses in Critical Care: A qualitative systematic review.

Gullick, J., Lin, F., Massey, D., Wilson, L., Greenwood, M., Skylas, K., Woodard, M., Tembo, A. C., Mitchell, M., & Gill, F. J. (2019). Structures, processes and outcomes of specialist

Critical Care Nursing Workforce Optimisation Plan and Staffing Standards 2024-2027 (UK Critical Care Nursing Alliance)

Aarkrog, V. (2019). 'The mannequin is more lifelike': The significance of fidelity for students' learning in simulation-based training in the social- and healthcare programmes. *Nordic Journal of Vocational Education and Training*, 9(2), pp.1–18. doi:10.3384/njvet.2242-458x.19921.

Presenter biographies
Rama Vadivel
An experienced Intensive Care Nurse with a deep passion for education and development. Over the years, transitioned into a full-time role in education, with a particular focus on planning, organizing, teaching, high-fidelity simulation, ECMO, and promoting psychological safety."

A Time, A Place and A Face. Evaluation results of an innovative placement allocation model for pre-registration adult-field student nurses

Monday, 31st March - 16:55: 3.6 Innovation in inclusive education - Oral - Abstract ID: 21

Dr. Rebekah Hill (University of East Anglia), Ms. Lorna Sankey (University of East Anglia)

Aim Of Paper

The aim of this innovative study was 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. The presentation will reveal the projects evaluation findings.

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). Poor placement experiences are known to contribute to student nurse attrition (Chan et al 2019) and it is essential that students are supported in clinical practice to enhance retention.

We have introduced an innovative project: "A Time A Place and A Face" to increase support and belonging for adult-field nursing pre-registration students whilst on clinical placement. We have provided students with a choice of placement ("A Place"); provided students will the ability to contribute to, and know their duty rotas, four weeks in advance ("A Time"); and provided students with contact and weekly meetings with a Clinical Educator, ("A Face"). We collaborated with six practice partners and students to enact the principles and started in September 2023, using mixed methods to evaluate the impact of the range of interventions.

We collected 64 Student and 13 Staff surveys and recruited 7 Students and 26 Staff for qualitative interviews (ranging from HEI, Clinical Educator, Practice Supervisors and Practice Assessors) from six Trusts and one HEI. interviews. Quantitative survey data has been anonymised and summarised narratively, graphically and descriptively. Qualitative data has been analysed thematically and findings combined with the quantitative data. Study findings will be presented and discussed, with emphasis on the enhanced sense of wellbeing and belonging gained from the project.

Delegate Learning Outcomes

To provide an overview of the Time Place Face retention project

Describe the impact of the project on students and staff

Discuss the project 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

Edge, D., & Gladstone, N. (2022). Exploring support strategies for improving nursing student retention. *Nursing Standard*, 37(9):28-33.

NHS Improvement (2019). *Network Contract Directed Enhanced Service: Additional Roles Reimbursement Scheme Guidance.* NHS England and NHS Improvement.

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 the RCN Gastroenterology Forum Committee Chair, 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.

Posters (Day 2)

Poster 1 | Implementing a Peer to Peer support Programme on a nursing associate apprenticeship Programme.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 314

Ms. Joanna Logan (University of Wolverhampton), Mr. Joe Carey (University of Wolverhampton), Ms. Kimberley Meekcom (University of Wolverhampton), Ms. Abbie Dunn (University of Wolverhampton), Ms. Alicia Priest (University of Wolverhampton)

Aim Of Paper

The aim of the paper is look at the intent, implementation and impact of implementing a peer to peer support programme.

Abstract

Peer to Peer support has been shown to provide additional benefits for students within the higher education setting. (Bailey, 2021; Larkin & Hitch, 2019; Brown, 2014)

In May 2023 the Study Skills Team at the University of Wolverhampton asked for volunteer courses to undertake the development of the Peer Assisted Support Sessions (PASS) leadership Programme. This was supported by the Nursing Associate Apprenticeship Teaching Team.

Having completed the PASS Leadership Training, we developed a strategy to provide two cohorts of Students access to fortnightly PASS sessions. Following this we audited the experience of students receiving PASS support and from the perspective of Students leading the sessions.

All students who took part in the audit stated that this support helped their sense of belonging within the University. The students attending the sessions felt that the sessions enabled them to see assessments differently and that this helped them to engage more with formative and summative assessment activities as the leaders had already completed these.

The students leading the sessions found the support from the Course Team and Study skills team enabled them to develop their coaching and leadership skills which were directly transferable to their clinical role. They also stated that they enjoyed the interaction with their peers.

Our Poster/ Presentation will focus on the Implementation of PASS and the benefits to students. We are currently working on rolling this out to other programs such as the BNurse Programme and at the date of the Conference this will have been implemented and we should also be able to present audit data from this.

Delegate Learning Outcomes

1. To have an understanding of the impact of peer to peer support programme
2. To have an understanding of how this can be applied in a variety of clinical nursing courses.
3. Be able to appreciate the benefits of this as well as the transferrable skills that it enables learners/ students to have.

Recommended Reading Titles

Bailey, S. (2021) "The Meaning Making Journey of Peer Assisted Learning (PAL) Leaders in HE." *International journal of evidence based coaching and mentoring* S15 (2021): 55–69. Web.

Brown, Stephen et al. "Approaches to Study in Undergraduate Nursing Students in Regional Victoria, Australia." *International journal of nursing education scholarship* 11.1 (2014): 155–164. Web.

Gamble, Simon C. et al. "Students as Co-Authors of an Academic Development Service: A Case Study of the Study Skills Service at the University of Bristol." *The new review of academic librarianship* 26.2–4 (2020): 275–290. Web.

Presenter biographies

Joanna Logan

I completed my first degree in a social sciences programme and then trained in Leeds, UK as a registered nurse and qualified/ graduated from the University of Leeds in 1997. Since then, I have completed a Post graduate diploma in renal nursing, PGCE and MSc in Advanced Clinical Practice.

I have worked in a variety of clinical roles where I have always been keen to develop educational strategies that support staff and students. I joined the University of Wolverhampton in 2018 and have worked as a Senior Lecturer both on the Pre-registration nursing programme as well as the Nursing Associate Programme. I also supported the development of the Future Nurse Standards (NMC, 2018a) as well as the Nursing Associate Standards of Proficiency (NMC, 2018b).

Poster 2 | The positive influence of student-led simulation activities for final year students in preparing them for registration; a reflective account

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 312

Mrs. Laura Gilmore (King's College London), *Mrs. Sheena Bynoe (King's College London)*

Aim Of Paper

To share learning about the educational intervention of student led simulation and evaluate its effectiveness.

Abstract

Recent changes in Nursing and Midwifery Council standards (2023) have provided a clearer definition and description of what might constitute simulated practice to which practice learning hours can be attributed. However, it is important to recognise the benefits of simulated experiences which would not fit these criteria. As a response to supporting students to become practice supervisors lecturing staff at a city based HEI introduced a student led simulation intervention to strengthen the ability of all students in supporting the learning of peers. The educational intervention is placed within a module focusing on clinical care and decision making for final year students preparing them for registration. Stage one of the intervention guided students in small groups to create a high-fidelity scenario including learning outcomes, patient histories, and clear narratives. Each group identified appropriate parameters for observations linking to the clinical situation, and utilised appropriate guidelines to support the management they would expect to see within the scenario. All scenarios were checked by an experienced simulation facilitator and any questions arising from the planned experience were addressed with each group prior to implementation. Students then led scenarios themselves with their peers (with support).

Feedback from the students on this innovation was positive- "The student- led simulation was by far my favourite simulation experience from my three years of training. I felt I learnt so much from every step of the experience. In our session where we were supported by a lecturer to plan our simulation, Our group worked hard to think about our idea, and how we could design it to fit in with our learning objectives and outcomes we wanted our fellow students to achieve. I feel this will help with all future teaching I do throughout my career in designing teaching that is intentional and valuable to the learners'.

Delegate Learning Outcomes

To understand the role that student led simulation can play in developing students as supervisors
To understand the role that student led simulation can play in developing the simulation faculty of the future

Recommended Reading Titles

N/A

Presenter biographies

Laura Gilmore

Lecturer in Nursing Education at King's College London working as Programme Lead for The BSc in Nursing Studies with registration as a Children's nurse and simulation lead for the Department of Child and Family Health

Sheena Bynoe

Senior Lecturer in Nursing Education at King's College London.

Poster 3 | Creating an Education Framework to support the standardisation for education provision for NMAHP across a large University teaching hospital

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 306

Mr. Hugo Pires Ferreira (Cambridge University Hospitals NHS Foundation Trust), Mr. Gary Parlett (Cambridge University Hospitals NHS Foundation Trust)

Aim Of Paper

To evaluate the application of a new education framework from a service lead perspective in standardising the provision of education across a large University teaching hospital

Abstract

Background

Considering the magnitude of Cambridge University Hospitals NHS Foundation Trust (CUH) and the number of registered Nurses, Midwives and AHPs, alongside their unregistered workforce, it can be challenging to establish a standardise education programme on a specific subject that meets the needs of the workforce. The ever changing nature of clinical needs, alongside a diverse multitude of specialities, make this task even more challenging, considering the requirement from not only regulatory bodies and external stakeholders (i.e. CQC, NHSE), as well as internal demands.

Aim

To evaluate the application of a new education framework from a service lead perspective in standardising the provision of education across CUH

Method

After the development of the education framework and its application in 4 key areas within CUH, a survey will be conducted to evaluate this framework from the point of view of the service users. The survey will include both quantitative and qualitative data and will be analysed considering the following points: collaborative, participative, inclusive and sustainable.

Results

The results will be presented in both table and graph format to ensure clarity and easy understanding of the data. The data will be used to inform a review of the education framework for future applications.

Conclusion

We hope, with this evaluation, to understand how the education framework is measured against the CIP model presented by McCormack, B et al (2013), including the new point on sustainability. This results will help us inform reviews of it's future application and understand if further areas need to be explored.

Delegate Learning Outcomes

To understand how to develop an education framework in a large tertiary centre

To understand how to apply the CIP model in an education framework

To understand the challenges of standardisation of education across different professions and specialities in a large tertiary centre

Recommended Reading Titles

McCormack, B., Manley, K. and Titchen, A. eds., 2013. *Practice development in nursing and healthcare*. John Wiley & Sons.

Presenter biographies

Hugo Pires Ferreira

Hugo is Lead for Post-registration Education and professional development for Nurses, Midwives and AHPs. Having started his career in acute surgery and ICU, his career took a turn early on (deviating from wanting to be an ACP) and started a job in education, taking the role of Practice Development Nurse, initial for critical care and then for acute surgery. Passionate about education, his main goal is to be able to bring evidence based education to clinical setting, ensuring patient safety is a the base of patient care and staff education, and thrives for sustainability and inclusivity in clinical education programmes.

Poster 4 | IV pilot

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 297

Ms. Lauryn Deverson (Alder Hey Children's NHS Foundation Trust), Mrs. Vikki Hughes (Alder Hey Children's NHS Foundation Trust)

Aim Of Paper

In partnership with our HEI colleagues, we began to explore the practicalities of providing our final placement nursing students with the opportunity to prepare and administer IV medication. In the NMC SSSA standards 2018, administration of medication via the IV route had become a pre-registration proficiency. Many paediatric providers worked with HEI partners to ensure this was achieved via simulation, us included, however after further consideration, we felt there was an opportunity for this to be provided within our organisation. We also became aware of the Capital One project, and felt there were some principles we could also utilise.

Abstract

After confirmation with our HEI partners and organisational senior leaders, we identified the opportunity, for graduating nursing students to be supported to administer IV medication, under continuous supervision. With robust theoretical and practical training, direct supervision, and amendments to a number of organisational policies, we felt we could provide this unique opportunity.

However in order to deliver this pilot project, a full plan would be required, so a working group was established. The working group consisted of clinical educators, specialist nurses, and a practice education facilitator who was the project lead. The working group would:-

- Create the project plan
- Identify inclusion and exclusion criteria
- Ensure the quality of education/training
- Develop required resources
- Establish assessment criteria of participants competency
- Facilitate participants competency assessment - OSCE
- Ensure the amendment of all required policies

It was agreed 35 students would participate in the pilot and a 4 week time period was identified for the pilot to run in June 2024.

All participants would be required to complete the Capital one e-learning package, and a minimum score of 80% was needed to pass. The current organisation IV training package would also be completed, in addition to participants then being assessed via an OSCE, requiring a score of 100%, before commencing the pilot on the clinical areas.

A guidance document and FAQ sheet was created to support existing nursing staff, in addition to Professional Nurse Advocate support being available for all participants and staff involved in the pilot.

The IV pilot has been a great success, there were no clinical incidents reported throughout the pilot, and 100% of participants confirmed, via evaluation, that there had been an increase in their knowledge and practical skills following the training. Plans are now being confirmed as to how we fully implement this opportunity for future learners.

Delegate Learning Outcomes

- Enable final placement nursing students to administer IV medication under supervision
- Establish a robust training pathway to ensure appropriate education and training

- Develop a robust competency assessment process
- Upskill the existing nursing workforce to support learners with this opportunity
- Share our experiences with partner organisations

Recommended Reading Titles

Nursing Midwifery Council (2023) Standards for student supervision and assessment, Part 2, (nmc.org.uk)

Presenter biographies

Vikki Hughes

Vikki Hughes qualified as a registered children's nurse in 2001 and had a number of years working clinical in both medical and surgical wards, before moving into education in 2009, as a practice education facilitator. Vikki is passionate about ensuring positive learner experience and it suitably prepares them for their future role.

Lizzi Hines qualified as a registered childrens nurse in 2013, working on an acute surgical ward, and then moved into her role as a practice education facilitator in 2019. Lizzi has developed and delivered the SCiP model across the organisation.

Poster 5 | Evaluating the impact of game playing in mental health nurse students to understand mental health conditions in different communities

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 287

Mrs. Carol Fraser (Edinburgh Napier University), Mrs. Avril Montgomery (Edinburgh Napier University), Ms. Sofia Shan (Edinburgh Napier University)

Aim Of Paper

"Recovery Road," is an innovative, student-led board game designed to support preregistration nursing students in understanding mental health recovery. The game is considered Simulated Practice Learning in accordance with the NMC's definition, offering an immersive experience that promotes empathy, critical thinking, and problem-solving skills essential for mental health practice. The game fosters a nurturing educational environment by encouraging collaboration and communication while also addressing the diverse learning needs of students. Additionally, it explores the intersection of pedagogy and practice by simulating real-life challenges, enabling students to apply theoretical knowledge in a dynamic, engaging format.

Abstract

There is growing need to identify effective teaching strategies that will ensure student engagement within the academic setting, and the more students engage with the learning material, then this has will have an impact on their academic success (Murray, 2016). This paper introduces the teaching strategy of gamification, as we developed "Recovery Road," a board game designed to enhance the student learning experience in mental health nursing. The game aims to foster a deeper understanding of mental health recovery by simulating the complexities of managing various mental health conditions in a safe, interactive environment, while also providing a sense of fun. Part of the complexities involve looking at different communities, thereby enhancing the students' comprehension of mental health in different communities.

"Recovery Road" is a strategy-based game where players navigate a fictional recovery journey while managing their character's mental health condition and to think about mental health in different communities. Through a series of reflection points, event cards, and population-specific questions, the game mirrors real-life scenarios, requiring students to make critical decisions that impact their character's progress. The goal is to reach the "Recovery" space by effectively managing resilience, support networks, and self-care strategies, aligning closely with the principles of person-centred care. It involves collaboration between players which also enhances good communication and team working skills.

Ethic approval was obtained for this research. The research will analyse qualitative and quantitative data that were obtained from the students after playing the game. The findings are still being collated from both the focus group and survey. The aim is exploring new and innovative strategies to promote student education to promote a positive learning environment which promote student interaction and collaboration.

Murray TA. Pedagogy and Academic Success in Prelicensure Nursing Education. J Prof Nurs. 2016;32(5S):S24–S29. doi: 10.1016/j.profnurs.2016.02.001

Delegate Learning Outcomes

We aim to show that gamification can be used as an effective teaching tool to be used in the pre-registration nursing course. Our presentation will discuss the theoretical framework underpinning the game, its implementation in nursing curricula, and the positive feedback received from students. It will also explore the potential for scaling the game for broader use across various nursing disciplines, contributing to the wider field of health education.

Recommended Reading Titles

Not Applicable

Presenter biographies

Carol Fraser

Carol Fraser is a mental health nurse with many years experience working clinically, and now works as a Lecturer for the pre-registration course, with an interest in supporting the learning environment for students.

Avril Montgomery is a mental health nurse, with many years experience in academia, and a passion for exploring new ways to improve teaching and learning for student nurses, with a real passion for using games within teaching.

Dr.Sofia Shan is an experienced researcher with a passion for enhancing the student experience to encourage student retention and engagement. Sofia is interested in supporting an inclusive environment for all students, and with a real passion for using games to promote teaching.

Poster 6 | Fostering Inclusive Education: Preceptorship Academy Blended Learning Approach for Diverse Healthcare Professionals

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 280

Mrs. Rebecca Galer (The Queen Elizabeth Hospital King's Lynn), _Mrs. Helen Muncey_ (The Queen Elizabeth Hospital King's Lynn and NICHE)

Aim Of Paper

The purpose of this abstract is to showcase the innovative methodology and resources employed to promote a blended learning approach within our Preceptorship Academy program through the use of a WordPress site. The sessions are designed to reduce attrition rates among newly qualified nurses during their first 12 months, thereby strengthening our postgraduate support system. Additionally, this format promotes inclusivity, particularly for our neurodivergent learners.

Abstract

During the COVID-19 pandemic, our hospital moved preceptorship sessions online to ensure continued training and support for new registrants. This transition involved a blend of Microsoft Teams sessions and a WordPress site, which provided a valuable collection of resources and videos for learners to access and revisit after training. This digital approach allowed us to offer flexible, accessible learning, crucial for accommodating neurodivergent learners who may benefit from revisiting material at their own pace and in a setting that supports their individual learning preferences.

Post-pandemic, we have continued to use and enhance our WordPress platform, integrating it with five study days spread over twelve months. This blended learning approach caters to a variety of learning styles, ensuring that learners, including those who are neurodivergent, can engage with materials in ways that best suit their needs. Neurodivergent learners have particularly appreciated the ability to revisit and absorb content on their own schedule, enabling them to reinforce key concepts and better manage cognitive overload or sensory sensitivities.

By addressing this range of learning needs, we believe we have contributed to reducing attrition rates among practitioners during their first year post-registration. The online resources complement the face-to-face study days, offering a cohesive experience that strengthens the knowledge and skills gained in person. Topics covered in the sessions include communication, teamwork, stress management and resilience, professionalism, and patient safety and quality.

Additionally, we expanded this training beyond nurses to include all Allied Health Professions (AHP) and midwifery. This inclusive approach not only fosters collaboration and interprofessional learning but also builds a support network for all healthcare professionals. By continuing to prioritise flexibility and inclusivity, especially for neurodivergent learners, we aim to create a more supportive and effective learning environment.

Delegate Learning Outcomes

Delegates will be able to:

- **Identify benefits of a blended learning approach**: Understand how combining online resources with face-to-face study days supports diverse learning styles, including neurodivergent individuals.
- **Recognise the importance of accessibility**: Learn how flexible, self-paced learning options, such as on-demand videos, help neurodivergent learners manage cognitive overload and revisit material as needed.

- **Evaluate the program's expansion**: Discuss the inclusion of Allied Health Professions (AHP) and midwifery, and how this fosters interprofessional collaboration and network building.

Recommended Reading Titles

NHS England (2022). National preceptorship framework for nursing [online]. Available from: NHS England » National preceptorship framework for nursing

NHS England (2023) National Preceptorship for Midwifery [online]. Available from: NHS England » National preceptorship framework for midwifery

Neurodiversity at Work: Drive Innovation, Performance and Productivity with a Neurodiverse Workforce" by Amanda Kirby and Theo Smith.

Presenter biographies

Rebecca Galer

Rebecca joined the Trust in 2023 as the postgraduate education lead, overseeing preceptorship for newly qualified registrants, staff returning to practice, and international nurses seeking NMC registration. She ensures the effective delivery of the preceptorship program. With a nursing background in trauma, orthopaedics, spinal care, and critical care at Norfolk and Norwich University Hospital, Rebecca has also worked in respiratory wards, dementia care, and OPM. She completed her Master of Education in 2022 and holds a fellowship in the Professional Standards Framework. With six years of experience in educational roles across acute trusts, community trusts, and integrated care boards, Rebecca has developed a comprehensive skill set. Additionally, she has served as an associate tutor at the University of East Anglia for the past two years, enhancing her teaching and facilitation skills.

Helen Muncey

Helen Muncey is the Head of Education at Queen Elizabeth Hospital, King's Lynn, where she leads the development of educational programmes for healthcare professionals. With a wealth of experience from education focused roles at Cambridge University Hospitals, Royal Surrey County Hospital, and Health Education England, she brings expertise in healthcare education, quality assurance, and workforce development.

Helen creates a learning environment that promotes clinical excellence, professional growth, and leadership. She has introduced initiatives like the THRIVE Programme, which helps newly qualified professionals navigate the complexities of the NHS. Her focus on continuous improvement, lifelong learning, and addressing workforce challenges such as recruitment, retention, and staff well-being ensures that educational efforts align with broader healthcare goals, fostering sustainable workforce development and better patient experience and care.

Poster 7 | Perceptions of the Professional Nurse Advocate (PNA) Role from the PNAs at a Large Teaching Hospital

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 272

Mrs. Erika Boulton (CAMBRIDGE UNIVERSITY HOSPITAL)

Aim Of Paper

The primary aim of this initiative was to assess the perceptions and experiences of Professional Nurse Advocates (PNAs) regarding their training, mentorship, and confidence in delivering Restorative Clinical Supervision (RCS). The project sought to identify gaps in support and areas for improvement that impact both staff well-being and professional development. By analysing these findings, the goal was to inform the creation of a structured PNA training pathway. This pathway would focus on enhancing mentorship, building confidence, and ensuring comprehensive support for PNAs, ultimately contributing to the retention, development, and overall well-being of the nursing workforce.

Abstract

Background:

The Professional Nurse Advocate (PNA) role was introduced at a large teaching hospital to enhance nursing staff well-being and professional development, following the A-EQUIP model. This model supports advocacy for education and quality improvement across clinical and non-clinical settings. The quality improvement project aimed to assess PNAs' perceptions of their role, focusing on mentorship, confidence, and delivery of Restorative Clinical Supervision (RCS)—key factors in sustaining and developing the nursing workforce.

Methods:

A survey, designed using the A-EQUIP framework, was distributed to 60 PNAs, achieving a response rate of 58% (35 respondents). The survey included Likert scale and yes/no questions, focusing on training satisfaction, mentorship experiences, and confidence in delivering RCS. Stakeholders, including PNAs and the PNA lead, contributed to the survey design and interpretation of results. Descriptive statistics were used to analyse the data, highlighting areas for improvement.

Results:

The survey revealed that 63% of PNAs felt their training met expectations, yet only 51% reported receiving sufficient mentorship. In terms of RCS delivery, 46% of PNAs led individual sessions and 54% led group sessions, though only 14% used the allocated 7.5 hours for RCS activities. Confidence was identified as a challenge, with only 43% of PNAs feeling confident in their ability to deliver RCS effectively.

Conclusion:

The findings highlight the need for stronger mentorship and structured support in the PNA role to sustain workforce development and improve well-being. To address these challenges, a new PNA training pathway has been developed, incorporating mentorship, observational opportunities, and supervised RCS practice. Limitations of the study include its brief duration and potential response bias. Future work will focus on collecting feedback from the PNA in Training at the month 4 stage to evaluate and refine the process. This structured pathway ensures PNAs receive comprehensive support and training throughout the process.

Delegate Learning Outcomes

- To understand the role and impact of the Professional Nurse Advocate (PNA) within the A-EQUIP framework for nursing staff well-being and professional development.

- Recognise the importance of mentorship and confidence in delivering Restorative Clinical Supervision (RCS) as critical factors in supporting the nursing workforce.
- Evaluate the gaps in mentorship and confidence in RCS delivery, based on survey findings.
- Learn about the development of a structured PNA training pathway, including mentorship, observational opportunities, and supervised RCS, to address these challenges and improve professional development outcomes.

Recommended Reading Titles

May, R. (2021) "I am please to announce the roll-out of the professional nurse advocate programme." Nursing Times. [online]. Available from: https://www.nursingtimes.net/opinion/i-am-pleased-to-announce-the-roll-out-of-the-professional-nurse-advocate-programme-05-03-2021/ [Accessed June 19, 2022].

NHS England (2017) A-EQUIP: a model of clinical midwifery supervision.

NHS England and NHS Improvement (2021) Professional nurse advocate A-EQUIP model: a model of clinical supervision for nurses.

Proctor, B. (2008) Group Supervision: A Guide to Creative Practice. 2nd ed. London: SAGE Publications Ltd.

Walbank, S. (2016) The restorative resilience model of supervision. A reader exploring resilience to workplace stress in health and social care professionals, Pavilion Publishing and Media Ltd, Hove.

Presenter biographies

Erika Boulton

Erika Boulton is an accomplished nurse with a distinguished career spanning over 16 years, specialising in critical care. She has worked at some of the UK's leading healthcare institutions, including the John Radcliffe Hospital, the Royal Marsden, and Addenbrooke's Hospital. Additionally, Erika expanded her expertise internationally during a five-year tenure at North Shore Hospital in Sydney, Australia. Her leadership in practice development covers both general and neuro-intensive care.

In 2023, Erika earned a Postgraduate Certificate in Clinical Education from the prestigious University of Edinburgh and is currently advancing her studies toward a Master's degree. She also holds a fellowship in Advanced Education. Since June 2024, Erika has taken on the pivotal role of lead Professional Nurse Advocate (PNA), spearheading the development of this vital service to support nursing staff well-being and professional advancement.

Poster 8 | Developing and using Low Fidelity Simulation for Micro-learning in Healthcare: A Quality Improvement approach to enhance ward-based teaching for Nurse Educators

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 264

Mrs. Lakshmi Radhakrishnan Nair *(Dartford and Gravesham Nhs Trust)*

Aim Of Paper

This paper highlights the innovative approach of low fidelity simulation (LFS) techniques as table top-sim and scenarios to do bite-size training in an acute NHS trust. The Continuous Quality Improvement (CQI) method of PDSA- Plan, Do, Study and Act is used to evaluate and tailor the teachings for registered nurses and students in the adult inpatient ward areas. This method has demonstrated the journey of a nurse from novice to proficient by continuous learning and practicing, which re-enforces the role of nurse educators as set out in the Education Workforce Strategy (March 2023).

Abstract

The use of simulation as both low and high fidelity methods plays a vital role in nurse education to bridge the theory-practice gap. Nurse educator often face barriers in ward setting to deliver teaching on the topics of medications because of its complex nature. The introduction of new guidelines or updates in the local policies often come as a hurdle for educator to inform the interdisciplinary team across the areas.

The CQI method of PDSA- Plan, Do, Study and Act is found to bring on successful changes in an NHS setting. The low fidelity simulation (LFS) methods as table top-sim and scenarios were used to deliver bite-sized training on the topics of medication as 'Antibiotic awareness' and 'IntraVenous to Oral Switch (IVOS)/Antimicrobial Stewardship (AMS) in two PDSA cycles in 2024.

The first cycle of PDSA focused on the 'Antibiotics- recent changes on Gentamicin guidelines and Vancomycin monitoring'. The 'tea trolley' bite-sized teaching using LFS methods with scenarios from the clinical incidences was utilized. The evaluation of the feedback showed increase in knowledge of nurses and reduction in clinical incidences across the areas with good practices in medicine management. This lead to the second PDSA and 'tea trolley' focused on IVOS/AMS. The local AMS group and senior nursing team was involved to gain further support in their directorates. The table top-sim with information cards and posters were used to initiate discussions between the interdisciplinary team on IVOS/AMS and related local guidelines. The 'Study' showed the improvement in audits and comprehension of information among the nurses which enhanced their confidence to make the IVOS switch promptly with clinicians. These campaigns have shown improvement in patient care and emphasized nurse education with use of LFS methods by reinforcing base knowledge and easy accessibility to information from nurse educators.

Delegate Learning Outcomes

1. To recognise the innovative approach of low fidelity simulation (LFS) as a method of bite-sized teaching in acute clinical areas for nurses to enhance patient safety.
2. To develop and evaluate the teaching method of LFS using a continuous quality improvement (CQI) approach with PDSA- Plan, Do, Study and Act cycles.
3. To understand the benefits and impact of mixed method approaches of Simulation and Quality Improvement for educators in clinical teaching.
4. To reflect on the findings and enable educators to utilise this knowledge to apply in their current roles.

Recommended Reading Titles

1. England, N. (2023). *NHS England» Educator Workforce Strategy*. [online] England.nhs.uk. Available at: https://www.england.nhs.uk/long-read/educator-workforce-strategy/.
2. NHS England (2014). *A Simple Guide to Improving Services First Steps Towards Quality improvement: Improving Quality NHS E*. [online] NHS England. Available at: https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2011/06/service_improvement_guide_2014.pdf.
3. Health Education England (2018). Bitesized teaching. [online] Available at: https://www.hee.nhs.uk/our-work/mental-health/bitesized-teaching.

Presenter biographies

Lakshmi Radhakrishnan Nair

Lakshmi completed BSc Nursing degree in 2007 from India and registered as an Adult RN in UK since 2011. She has an extensive experience in adult nursing specialised in renal and emergency nursing. Her passion in education and zest to support and develop the future workforce is evident throughout her career roles in pursing educational qualifications and leading changes. She joined the Clinical Education in 2022 with the piloting of the CNT project in DGT. The previous experience as a Clinical Instructor in India helped her to develop and advance the project role in the team and across the wider NHS trust. She is a Professional Nurse Advocate and supports interdisciplinary staff wellbeing. She is part of the Sim Faculty and support the simulation based education for the multidisciplinary team in DGT. Lakshmi's dedication has inspired her colleagues to put the education and patient safety at the forefront.

Poster 9 | Widening participation- School of Nursing and Midwifery, Queen's University Belfast (QUB)

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 258

Mrs. Rosemary Peters (Queen's university Belfast), Mrs. Jane Killough (Queen's university Belfast), Ms. Lucy Simms (Queen's university Belfast)

Aim Of Paper

The Pathway Opportunity Programme (POP) is part of the Widening Participation (WP) initiative, at Queen's University Belfast (QUB) to meet the objectives of the Education Strategy (2016-2021). The POP aims to recognise the talents and achievements of the young people of Northern Ireland, who have the ability to study at QUB yet may need encouragement to apply for a variety of reasons, often due to socio-economic factors. The POP was introduced to the School of Nursing and Midwifery in 2021, with the aim of providing participants with an insight into the role of the nurse and different fields of nursing.

Abstract

Since the introduction of the Pathway Programme to the School of Nursing and Midwifery, the success is evident due to the number of successful applicants enrolled each year. When the programme was first introduced in 2021, there were 3 participants successfully secured a place in the Sept 22 intake. The 2022 programme saw an increase on the previous year with eight commencing their nursing journey in Sept 23. This continued to increase following the 2023 programme, where 16 participants successfully secured their place with the Sept 2024 cohort.

The aim of this programme is, not only to widen participation within the population, but also to encourage applicants to select the most appropriate nursing field of choice. This concern stems from increased attrition rates amongst first year nursing students, where it has been noted that reasons for withdrawing from the under-graduate nursing programme was due to wrong choice of field of nursing. The desired outcome is that applicants select the most appropriate field of nursing for them and therefore are more likely to be retained on the 3-year nursing programme. As this programme is relatively new to the School, it will require continual assessment and review of the retention figures.

The POP takes place during the last week of June, where participants stay in the QUB Halls of residence and attend a full week of classes. The main aim of the SNAM POP is to enlighten students with knowledge about the role of the nurse and provide them with an insight into the different fields. To give students the most authentic experience, teaching methods are carefully selected and designed to give the student as real an experience as possible. Teaching methods include, simulation, clinical skills, a trip to the Ulster Hospital, talks from field specific nurses and patient collaborative teaching.

Delegate Learning Outcomes

Explain the role of the nurse.

Identify the different fields of nursing.

List the qualities and values important in nursing.

Recommended Reading Titles

https://ppihub.org/storage/113/Reflective-Journal_Rosemary-Peters_CT.pdf

Presenter biographies

Rosemary Peters

Rosemary Peters qualified in 2004 as a Register General Adult Nurse, working in the Belfast city hospital in

acute medicine for eight years. A keen interest in the student nurse experience led to further studies into nurse education which subsequently drove my desire to pursue a career in teaching. Ten years teaching in higher and further education colleges, delivering health and social care modules, whilst continuing to practice as a nurse enabled authentic teaching with relative experience. This wealth of experience secured my position as nurse lecturer in Queen's University Belfast, delivering modules across both pre-registered and post-registered nursing programmes. My passion lies in facilitating learning through the use of authentic strategies, such as simulation, problem based learning and real-life experiences.

Poster 10 | Hep C U Later - Using resources, education and marketing to eliminate hepatitis C

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 256

Ms. Deanne Burch (Hep C U Later, Inclusion, Midlands Partnership University NHS Foundation Trust), Mrs. Grace Masinuka (Inclusion, Midlands Partnership University NHS Foundation Trust), Ms. Claire Dudley (Hep C U Later, Inclusion, Midlands Partnership University NHS Foundation Trust), Mr. Edward Taylor (Hep C U Later, Inclusion, Midlands Partnership University NHS Foundation Trust), Mrs. Candie Lincoln (Hep C U Later, Inclusion, Midlands Partnership University NHS Foundation Trust)

Aim Of Paper

The Hep C U Later Engagement Programme (EP) is an NHS England commissioned project, delivering engagement and educational resources to professionals in health and social care services across England. With an estimated 62,600 people living with hepatitis C (HCV) in England it was recognised a national engagement, education, and communications team would build awareness of HCV amongst professionals. Providing professionals with educational assets supported them to better reach marginalised groups most at risk of HCV. The EP improved awareness of HCV risks, HCV elimination, and the national online HCV testing portal supporting the World Health Organisation's global elimination ambition.

Abstract

Description of model of care/intervention:

Bespoke digital and printed resources were created for professionals including toolkits, factsheets, posters, leaflets and discreet cards, linking to the online HCV testing portal. CPD accredited training was shared across England.

Case studies (written, podcasts, videos) were created, building awareness of HCV innovations in specific professions. A communications and engagement plan ensured meaningful content was directed across social media, websites, and newsletters, including sharing by external organisations/bodies reaching thousands of professionals. A social media toolkit was shared with organisations, providing key learning where they lacked resources to create educational content/events themselves.

Stalls/attendance at UK conferences, including the RCN Congress, engaged professionals with educational content and training was delivered at local learning events. A University Toolkit shared with universities delivered awareness to nursing/midwifery cohorts. Data analytics assessed progress and supported focus.

Effectiveness:

A communications/engagement plan, updated website (HepCULater.com), and social media page was implemented to reach professionals including nurses, with a reach high above the industry average. At one conference the team engaged 250 plus students and nurses, sharing practical resources. Resources were also distributed to ICBs, ODNs, over 250 dental practices, Local Dental Networks, Local Pharmaceutical Committees, general practices and local authorities. Online resources were downloaded 1,900 times in twelve months. CPD accredited training was completed by health, social care and criminal justice professionals. Education and resources supported drug treatment services to test 46,000+ people.

Social Media, Resource and Website Analytics:

- 9.46% Engagement Rate
- 76,000 Facebook & LinkedIn Post Views
- 93,435 Posts Seen On X
- 2000+ Followers
- 1,700 New Website Users
- 1,900 Resources Downloaded

- 400 QR-Code Scans
- 184 Completed CPD-Accredited Training

Conclusion and next steps:

The programme demonstrates national communications, education and engagement initiatives can create vast reach, helping thousands of professionals improve awareness and support the elimination of a deadly virus.

Delegate Learning Outcomes

- Underpinning engagement alongside educational materials can help deliver national awareness raising campaigns effectively
- Using a variety of educational methods including practical toolkits, CPD accredited training and podcasts can engage professionals in education, helping them better reach and support inclusion groups
- A robust communications and engagement plan can help to plan and deliver educational resources to a national audience
- To improve the reach of educational resources methods such as marketing, branding, targeted social media, and asking external organisations to share the content can increase impact

Recommended Reading Titles

Not applicable

Presenter biographies

Deanne Burch

Deanne Burch is the Programme Lead for Hep C U Later, an NHS initiative supporting Hepatitis C elimination in England. This national and wide scope improvement programme spans multiple complex systems, leading a team of specialists to support the elimination of a deadly virus through engagement, communications and marketing, education, and data analytics.

Deanne has a passion for tackling health inequalities, and has worked extensively within drug and alcohol services leading large scale transformation projects. Deanne is a qualified Mental Health Nurse with a 1st Class Honours from the University of Southampton and a UKPHR Registered Public Health Practitioner. She is a Fab Academy and HCV Action Ambassador, and won the Midlands Partnership University NHS Foundation Trust Infection Prevention Nurse of the Year Award in 2024, and a BJN Infection Prevention Nurse of the Year Silver Award.

Poster 11 | A CNE service focusing on quality, innovation and governance whilst supporting newly-registered staff on their transition journey

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 247

Ms. Serena Haye (University Hospitals of Leicester), Ms. May Marski (University Hospitals of Leicester)

Aim Of Paper

The aim of this abstract is to share the experiences of a preceptorship clinical nurse educator (CNE) team from concept to service delivery. The introduction of the NHS England - National Preceptorship Framework for nursing (2022) has encouraged a leap in the preceptorship services provided at University Hospitals of Leicester. The CNE team have developed a holistic service focusing on governance, quality and innovation whilst ensuring newly-registered practitioners are supported throughout their transition and development, and are able to positively affect retention and reform through the development of innovative service improvement projects tailored to the needs of the workforce.

Abstract

The UHL preceptorship CNE team provide year-long clinical and well-being support to preceptees, and have the capacity to extend this to intensive support upon referral. Alongside clinical support, facilitation of preceptorship study days; the clinical nurse educator team have developed a number of innovate service improvement projects. In order to provide a gold-standard preceptorship service and support the retention and development of the current workforce, the CNE team work closely in line with the Trusts' current preceptorship policy, the National Preceptorship Framework and a newly developed team vision and strategy aligned with a focus on governance, quality, innovation and team development.

Recent team innovations aim to ensure preceptees are offered a warm welcome and are empowered to keep their development on track. Alongside the Preceptorship Portfolio, with capacity to document meetings, complete SLOT analysis and SMART learning plans, innovations include: an intensive support referral form (designed to give line managers guidance on referring preceptees for additional clinical support from the CNE team); a preceptorship resources folder which has been distributed to all adult wards across UHL (designed and implemented to ensure preceptees and wider clinical teams have an improved awareness of preceptorship, available support and staff development); a preceptor network hosted on a Microsoft Teams channel (designed as an information and support hub for preceptors); preceptorship pop-up stands (to provide preceptorship education directly to staff within the clinical environment). These initiatives, along with many more have been instrumental in the creation and development of the CNE team, and aid in the provision of a service supporting staff from registration to future career development.

Delegate Learning Outcomes

The viewer of the proposed poster will gain an understanding of the development of a preceptorship CNE team, and the innovations and strategies that have led to a gold standard preceptorship service run by the team. The poster will also highlight a commitment to supporting retention and reform, by placing the health and wellbeing, personal development and empowerment of newly registered nurses and nursing associates at the forefront of the service provided.

Recommended Reading Titles

NHS England – Educator Workforce Strategy (2024)

NHS Long Term Workforce Plan (2023)

NHS England – National Preceptorship Framework for Nursing (2022)

NMC – Principles of Preceptorship (2023)

NHS England – Safe Learning Environment Charter (SLEC) (2024)

East Sussex Healthcare NHS Trust - Professional development Framework for Educators (2018)

Presenter biographies

Serena Haye

Serena Haye is a Clinical Nurse Educator at the University Hospitals of Leicester supporting newly-registered nurses and nursing associates on their preceptorship journeys, both clinically, and through facilitating preceptorship study days. With an extensive clinical background in theatre recovery, Serena has been working at the Trust for over 10 years.

Poster 12 | Transition Shock of Newly Appointed Practice Education Facilitators

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 245

Ms. Melanie Jones (Walsall Healthcare NHS)

Aim Of Paper

The abstract aims to evaluate the evolving role of the practice education facilitator within the acute hospital setting. Identify challenges encountered over the past two years and highlight the resulting improvements in both basic and enhanced skills, communication and prioritisation of tasks among the clinical staff, additionally, it seeks to underscore the phenomenon of transition shock and suggest potential strategies for better supporting their transition into this unstructured educational role

Abstract

In the context of acute hospitals, the role of the Practice Education Facilitator (PEF) has emerged as a dynamic and essential position. This role primarily involves unstructured teaching methods aimed at enhancing the skillsets of clinical staff.

The objective of this abstract is to evaluate the evolving role of the Practice Education Facilitator in an acute hospital setting, identify the challenges encountered and highlight the resulting improvements in basic skills, communication, and prioritisation amongst clinical staff. Additionally, it seeks to underscore the phenomenon of transition shock and suggest potential strategies for better supporting facilitators during their transition into this unstructured educational role.

Since its inception, the PEF role has faced multiple challenges, crucial among them being the transition from structured clinical roles to the unstructured educational remit, which has proved challenging for many facilitators. This period, often referred to as 'transition shock,' has led to a noticeable turnover, with several PEFs moving on to more clearly defined, task-oriented roles. Despite this, recent evaluations reveal substantial improvements in core nursing competencies, communication, and prioritisation skills across various wards, attributed to the unstructured teaching methods employed by PEFs.

The introduction of PEFs aimed to bridge the gap between theoretical knowledge and practical application within the high-pressure environment of acute care. The role's unstructured nature permits flexibility and responsiveness to immediate educational needs and individual learner requirements, fostering a culture of continuous improvement and adaptive skill enhancement. Despite the turnover and initial challenges, the positive impact of PEFs on staff development within the hospital is evident, suggesting that with proper support, the benefits of this role can be maximized.

To address transition shock, future strategies will focus on providing better support for PEFs during their transition, potentially through the development of structured frameworks, mentorship and coaching programs.

Delegate Learning Outcomes

In conclusion, while the role of the Practice Education Facilitator continues to evolve and faces inherent challenges, its contribution to upskilling the workforce and improving patient care within acute settings is undeniable. Fostering a supportive environment and developing targeted strategies to ease the transition into this role can help maximise its potential and ensure long-term success.

Recommended Reading Titles

Practice Education Facilitators

Transition Shock

Presenter biographies

Melanie Jones

With a rich history in healthcare spanning from 1995, I began my journey as a domestic, gradually advancing to become a Healthcare Assistant (HCA), and finally a Registered Nurse. Over the years, I've witnessed and adapted to the evolving landscape of nursing, embracing changes in clinical practices and healthcare technologies. My experiences have equipped me with a diverse skill set and a deep understanding of patient care. Today, I channel my expertise into nurturing the next generation of nurses, working in education to support post-registration nurses. My role focuses on enhancing their knowledge, competencies, and professional growth, ensuring they are well-prepared to meet the dynamic challenges of modern healthcare. My commitment is deeply rooted in fostering a culture of continuous learning and excellence in nursing practice.

Poster 13 | The development of an assessment for learning for year 1 nursing students

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 242

Mr. Josh Sharman (London South Bank University)

Aim Of Paper

As we depart from conventional assessment methods, it becomes increasingly vital to tailor assessments to meet our students' needs. In Biosciences, we've created an assessment that not only engages students more actively in the learning journey but also motivates them to enhance their performance.
By implementing a Moodle quiz, students are now tasked with a diverse range of questions delving into greater detail than the typical exam. The flexibility of completing these quizzes at their own pace empowers students to delve into correct answers through various avenues, thereby fostering deeper learning experiences that cater to a range of learning styles.

Abstract

It has become increasingly essential to align assessments with the needs of students and as a result of poor attrition and negative student feedback regarding exams, we developed an assessment for learning which focused students on developing the necessary skills to progress with Human Biology and Physiology over the period of the course.
Our solution to these problems has been as been the introduction of a Moodle based quiz, which has allowed student to delve into more detailed content when compared with the traditional exam. This format offers students the flexibility to complete the quiz at their own pace over a six-week period, giving them the time and space needed to reflect on their learning and fully grasp the material. This self-paced environment also encourages students to revisit and review their answers, facilitating deeper learning and accommodating a wide range of learning styles.
The quiz covers core Biosciences topics but is structured in a way that students can explore different avenues to discover the correct answers, making it more interactive and exploratory. In addition, allowing for two attempts, students are motivated to achieve corrections within their answers rather than just passing the assessment. The outcome is a more engaged, motivated cohort of students who not only report to have decreased stress levels as a result of the removal of traditional exam style conditions but have developed a deeper understanding from the variety and range of questions that were not available in previous assessments.

Delegate Learning Outcomes

- Understand the benefits of an assessment for learning when compared with traditional exams for Human Biology and Physiology.
- Understand the benefits of utilising the Moodle Quiz function to develop assessments.
- Reflect on the current assessment strategies that are used within higher education and how movement away from these traditional assessments can enhance student performance.
- Reflect on the innovative ways in which Human Biology and Physiology can be assessed within higher education.

Recommended Reading Titles

Taylor, V., Fell, P., Goacher, P., Jolly, J., & Ashelford, S. (2016). Quality assurance framework for biosciences education in nursing: Learning outcomes for biosciences in pre-registration nursing Programmes.

Presenter biographies

Josh Sharman

Josh is a registered nurse with clinical experience in critical care. He primarily teaches Human Biology and Pathophysiology and has recently completed a sabbatical focused on exploring pedagogical approaches to teaching human biology and developing innovative assessment strategies for nursing students. Currently, he is completing his PhD, where he is researching medical misinformation.

Poster 14 | Inspiring students to 'Be(e) Curious' and research confident: A novel approach to student nurse research placements.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 238

Ms. Nicky Cunningham (South Tees Hospitals NHS Foundation Trust), Ms. Jane Harrison (South Tees Hospitals NHS Foundation Trust), Mr. marc atkinson (South Tees Hospitals NHS Foundation Trust)

Aim Of Paper

Standard two week clinical research placements for two students per year was already provided within the organisation, however, the standard 'shadowing' approach to these placements restricted capacity to increase the number of students and limited student objectives met.

The aim was a collaborative approach to develop a 2 week placement which met the students needs with limited research team capacity whilst increasing the number of placements offered.

Objectives:

- Increasing student awareness of 'research in practice'.
- Taking the 'fear factor' out of clinical research engagement.
- Students understanding of the importance of research within healthcare.
- Students understanding nursing research roles.

Abstract

The introduction of the NIHR Nursing and Midwifery Research Delivery Awareness Programme was the stimulus for strategic conversations on 'research in practice' placements for student nurses across North East and North Cumbria. Although some healthcare organisations had student placements many were limited to ad hoc sessions for only up to a day within clinical placements. A regional educational key performance indicator (KPI) to increase student nurse exposure to research in practice led to innovative solutions to increase research awareness in this future workforce.

Using a collaborative and innovative approach to research exposure and education, research staff worked with education placement facilitators to develop a two week bespoke research placement, nurturing nursing awareness and involvement in research by:

Integrating the 3 learning modules from the NIHR pre-registration programme into a theory followed by an 'in practice' format of learning.

Developing a interactive learning environment to attract nursing students into research and research careers.

Utilising a 'buddy' system with research staff to allow for themed 'in practice' exposure to research, away from the standard 'shadowing' format of learning.

Adopting innovative approaches to take the 'fear factor' out of research, with an individual project-based outcome of their choosing.

Recognising the barriers, current levels of awareness and engagement in research from students and allowing research curiosity to build across a two week programme.

A strategic direction to co-involve the students in the continuous improvement of the placement and supportive materials, embedded into the placement.

It is well recognised that research placements and exposure is needed in pre-registration curricula. Further collaboration between higher education institutions and practice partners is needed to create more innovative research placements for shared learning, allowing students to get a feel for research in practice in line with the national research strategies.

Delegate Learning Outcomes

Learning outcomes for conference attendees

1. Attendees will be able to discuss how a bespoke student research placement such as this can be established to support the development of a research culture within an organisation.
2. Attendees could apply aspects of the initiative as an aid to develop research placements in their own organisation
3. Attendees can conceptualise how a bespoke student research placement can be used to meet the needs of the students and the organisation with collaboration between their own organisational research and education leads.
4. Attendees consider how students can co-develop placements as part of their learning outcomes.

Recommended Reading Titles

Council of Deans, Becoming Research Confident, Research placements in pre-registration nursing, midwifery and allied health programmes in the UK (2021) https://www.councilofdeans.org.uk/wp-content/uploads/2021/07/010621-research-placement-report-FINAL-updated-220621.pdf

Chief Nursing Officer for England's strategic plan for research, Making research matter, Version 2, November 2021

https://www.england.nhs.uk/wp-content/uploads/2021/11/B0880-cno-for-englands-strategic-plan-fo-research.pdf

Poster 15 | Effectiveness of Case-Based Learning (CBL) in training international nurses for the Evidence-Based Practice (EBP) Station in the Objective Structured Clinical Examination (OSCE).

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 218

Mrs. Roseminu Varghese (Edinburgh Napier University)

Aim Of Paper

This project aims to showcase the application of a Case-Based Learning (CBL) approach in training international nurses for the Evidence-Based Practice (EBP) station in the Objective Structured Clinical Examination (OSCE). The project addresses the challenges faced by internationally recruited nurses, particularly in writing evidence-based responses for the EBP station during mock OSCEs. By fostering critical thinking, teamwork, and the application of research, the CBL approach aligns with inclusive education principles, supporting learners from varied academic backgrounds and clinical experiences. This project demonstrates how CBL enhances learning outcomes and inclusivity in training international nurses, contributing to workforce diversity and practice improvements.

Abstract

Diversity and inclusion are central to nurse education, especially when preparing international nurses for roles in the UK. This action research project focuses on the Case-Based Learning (CBL) approach, which uses clinical scenarios and research articles to train international nurses for the Evidence-Based Practice (EBP) station (a 10-minute silent writing station) of the Objective Structured Clinical Examination (OSCE). Despite their diverse backgrounds, many nurses struggle to apply research to clinical scenarios, leading to suboptimal performance in mock OSCEs. The traditional lecture-based approach often fails to engage these nurses in research-based problem-solving. CBL was introduced as an alternative to enhance critical thinking, active learning, problem-solving, and collaboration.

A quasi-experimental, one-group post-test design was employed, involving 32 international nurses from a cohort. The project developed case scenarios reflecting OSCE criteria and integrated research articles to stimulate analytical thinking. After CBL-based training, participants completed questionnaires assessing the method's effectiveness. Quantitative data showed high satisfaction, with 73.44% of nurses strongly agreeing that CBL effectively prepared them for the OSCE, 26.17% agreeing, and only 0.39% remaining neutral. No participants disagreed with the approach. Qualitative feedback highlighted increased confidence, the emphasis on teamwork, and a better understanding of evidence-based practice.

This action research concludes that CBL is a promising approach for OSCE preparation, fostering deeper learning and promoting inclusivity by accommodating learners with varied levels of experience. It encourages teamwork and improves clinical reasoning skills. CBL promotes both intrinsic and extrinsic motivation, encourages scientific inquiry, and enables students to apply existing knowledge and clinical experience to solve real-world problems. It allows students to engage in active learning, apply their initiative, and achieve better learning outcomes. Further research with larger sample sizes is recommended to confirm these findings.

Delegate Learning Outcomes

Delegates will:

1. Understand how the Case-Based Learning (CBL) approach enhances critical thinking, research application, and teamwork among international nurses.

2. Learn the benefits of CBL in fostering inclusive education, especially for individuals from varied educational backgrounds and experience levels.

3. Gain insights into implementing evidence-based, inclusive strategies that support the professional development of international nurses. These outcomes are applicable in both academic and clinical settings, promoting best practices in inclusive nurse education that can be integrated into curriculum design and workforce training programs.

Recommended Reading Titles

Not Applicable

Presenter biographies

Roseminu Varghese

I am an Adult Nursing Lecturer at the School of Health and Social Care at Edinburgh Napier University, with a strong background in clinical care for critically ill patients in neuro ICUs, cardiothoracic critical care, and complex care units in both India and the UK. My previous role as a clinical educator with the International Recruitment Team helped me develop expertise in planning and coordinating Objective Structured Clinical Examination (OSCE) training programs. I also have experience teaching undergraduate and postgraduate nursing students in India.

I hold a Master's in Neuroscience Nursing from Manipal Academy of Higher Education, India, and a PGCTLHE from the University of Bolton, UK. I am a Fellow of the Higher Education Academy.

My research interests focus on Neuroscience Nursing, Critical Care Nursing, and Nursing Education. I have presented my work at numerous national and international conferences and have multiple publications to my credit.

Poster 16 | Educating and supporting nursing clinical educators to implement a new digital clinical proficiency framework

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 212

Ms. Claire Wroe (NHS Elect), *Ms. Ella Nuttall* (NHS Elect)

Aim Of Paper

Delivering our future workforce is ultimately dependent on a sustainable and high-quality educator workforce to support education and training" Educator Workforce Strategy, Health Education England. The programme discussed in this abstract set out to educate and support nursing clinical educators to pilot a new digital clinical proficiency framework in their units. The programme used Vygotsky's theory of scaffolding and the Zone of Proximal Development (ZPD) to inform the support and education design for educators and their learners, gradually reducing the scaffolding as staff moved through their own ZPDs, from being unable to use the digitised framework, to using it unaided.

Abstract

The programme aimed to educate and support nursing clinical educators to implement a new digital clinical proficiency framework, for registered nurses new to adult critical care (the 'learners'). The rationale for switching from the existing paper version, to a digitised proficiency framework, was to reduce the burden on clinical educators and their learners by improving:

- quality assurance and patient safety, by standardising completion
- staff mobility, by enabling staff to passport across units and Trusts
- digital literacy, by upskilling staff in digital technology usage
- education planning, by providing real-time data on learners' progress for educators

In September 2022, 60 NHS UK Trusts were selected as part of the 6-month pilot. Vygotsky's theory of scaffolding and the Zone of Proximal Development (ZPD) was used to inform the design of technology-enhanced learning and support for the educators. At its core, the education and support was designed to be useful for educators with different ZPDs, based on the assumption of variability in digital literacy and technological confidence. E-learning resources were provided that educators could access at their own pace, and share directly with learners, including a step-by-step user guide. Virtual forums were hosted every 2–4 weeks with the lead educator/s from each Trust, to encourage peer-to-peer interaction and learning. Finally, Trusts were able to access individual support where required, through a Monday-to-Friday email mailbox and ad-hoc virtual meetings. Several measures were used to analyse the programme's success, including:

- experience of the pilot education and support provided
- number of staff/Trusts accessing the different support and education available
- experience of using the new digital version, compared to the paper version

Due to the success of the pilot, three further nursing proficiency frameworks have since been digitised onto the same platform There are currently over 10,000 nurses using the digitised proficiency frameworks across the UK.

Delegate Learning Outcomes

Some of the key learnings from the programme are: Acknowledge that the transition from paper to digital is a behaviour change for everyone involved, and that time, resources and planning will be required; Vygotsky's theory of scaffolding and the Zone of Proximal Development (ZPD) are useful concepts to consider when designing education and support for nurses implementing a new digital technology, recognising the variability that exists in digital literacy and technological confidence; Supporting and educating clinical nurse educators to use and implement new digital technology will enable them to be the longer-term driving force behind the change, for sustainability.

Recommended Reading Titles

Vygotsky, L. S. (1978).

Mind in society: The development of higher psychological processes. Harvard University Press

Bruner, J. S. (1976).

The role of tutoring in problem solving. In J. S. Bruner, A. Jolly, & K. Sylva (Eds.), *Play: Its role in development and evolution* (pp. 146–168). Penguin Books.

What good looks like (2021) – Transformation directorate https://transform.england.nhs.uk/digitise-connect-transform/what-good-looks-like/guidance-for-nursing-on-what-good-looks-like/

Presenter biographies

Claire Wroe

Claire is the Clinical Lead for Digital Proficiency Frameworks. She qualified at Manchester University as a Registered General Nurse 2003 with a BSC (Hons) in Nursing Studies.

Claire has spent much of her career within Critical Care working predominately in education, and development leadership roles. She has expertise in quality improvement and implementation of change at Trust and system level.

Claire has provided clinical leadership to a national project to update and deliver national digital critical care passports to support the COVID healthcare delivery plan, on behalf of Health Education England. As clinical lead, she also led digitisation and implementation of the national pilot of clinical digital proficiencies for adult critical care nursing. Claire is undertaking her Clinical Education PgCert at Aberdeen University. Claire has an interest in Human Factors and is passionate about supporting teams within the NHS to deliver safe and effective care.

Ella Nuttall

Ella studied a Health Psychology MSc at UCL, with a focus on behaviour change. On graduating she worked at an award-winning medical education agency, incorporating academic behaviour change theories. She then spent four years at KPMG in the Healthcare and Lifesciences Strategy team advising the world's leading pharmaceutical companies internationally to develop and refine their corporate strategies - including launch, operational strategy and stakeholder engagement, across therapy areas.

At the start of the Covid pandemic, Ella joined the London Nightingale Hospital's Training and Education team, and has spent the last 3 years working in the NHS to support national and regional workforce and education strategies across care areas.

Poster 17 | Genomics in Nursing Student Placement Pilot

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 205

Mr. Dominic Studart (St Georges Hospital), Ms. Olivia Mealey (Kingston University), Ms. Sophie Tunley (Kingston University), Dr. Tootie Bueser (South East Genomic Medicine Service), Ms. Alice Kebbay (St Georges Hospital), Ms. Genevieve Boapimamaning (St Georges Hospital), Mr. Mark Mencias (St Georges Hospital), Ms. Patricia Ribeiro (St Georges Hospital), Ms. Rachel Simmons (St Georges Hospital), Ms. Marianne Quinn (St Georges Hospital), Ms. Fadumo Sagal Ahmed Shire (St Georges Hospital), Ms. Lydia Israel (St Georges Hospital)

Aim Of Paper

Outlines the novel placement model developed in collaboration with the South East Genomic Medicine Service, (SEGMS) St George's Hospital (SGH) and Higher Education Institutions (HEI). This pilot supports unmet genomics educational needs in the pre-registration nursing workforce. The pilot uses multiple formats of learning and experience, utilising the growing number of nurses and multi-disciplinary professionals providing genomic healthcare in the NHS. This pilot is an exemplar of how genomics in nursing can be highlighted and embedded within preregistration nursing education to ready the nursing workforce for the ongoing genomic healthcare advances in the NHS.

Abstract

Genomics is becoming a part of routine care across all specialties. It is part of the NHS Genomic Strategy to embed Genomics within the NHS and its applications are key to achieving the ambitions of the NHS long term plan. As the largest NHS workforce, Nurses are instrumental in facilitating advances in genomic healthcare to patients. It is essential that the Nursing workforce is ready to implement genomic advances and they are diligent in overcoming barriers to equitable Genomic healthcare.

Despite Genomics inclusion in the Nursing Standards of Proficiency since 2018, Nurses enter the profession with minimal Genomics education. The Nursing and Midwifery Genomic core principles are being utilised by HEIs to embed Genomics into the preregistration curriculum. This pilot supports the application of theory into practice by exposing students to a range of specialties practicing Genomic healthcare. The placement highlights the applications of Genomics across the lifecycle and within families, and the practical and communication nurse skills required to support equitable access to Genomic healthcare.

The placement is a hub and spoke model, where students spend a week supported by the Genomic Medicine Service. To upskill in current genomic applications in the NHS, students complete a day of self-directed learning utilising the Genomics Education Programme resources. This is followed by 3 days shadowing specialist Nurses, Midwives and Doctors in prenatal screening, family history screening, cardiogenetic, and neurogenetic departments. Placement experiences were either online or face to face. Students are then given a day to reflect on their experience and write a reflective essay.

Student feedback is positive and is being used to refine the placement. There are a growing number of nurses providing genomic healthcare within the NHS who are often not utilised in student placements. This pilot model therefore also provides additional placement capacity.

Delegate Learning Outcomes

- Explore misconceptions on the role of Genomics in the NHS and Nursing practice.
- Novel multi-format hub and spoke outreach placement experience.

    - Utilisation of the Genomics Education Programme resources for self-directed learning
    - Multi-discipline online and face to face specialist experiences

- Practical & communication nursing skills in genomic healthcare.

- Identify how nurses support equitable access to genomic healthcare.
- Explore how genomics will influence future Nursing practice.

Recommended Reading Titles

- NMC Nursing Standards of Proficiency: https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/nurses/future-nurse-proficiencies.pdf
- NHS Genomic Strategy: https://www.england.nhs.uk/genomics/genomics-strategy/
- NHS Long term plan: https://www.longtermplan.nhs.uk/
- Nursing and Midwifery Genomic Core Principles: https://www.genomicseducation.hee.nhs.uk/nursing-and-midwifery-core-priniciples-in-genomics/
- NHS Race & Health Observatory: Ethnic Inequities in Genomics and Precision Medicine: RHO-Genomics-Report-June-2024.pdf (nhsrho.org)
- NHSE Genomics Education Programme: Welcome to Genomics Education Programme - Genomics Education Programme (hee.nhs.uk)

Presenter biographies

Dominic Studart

Dominic is the lead nurse for the South East Genomic Medicine Service Alliance (GMSA) and the Regional Results Coordinator for the Generation Study for the North Thames GMSA . Dominic leads on a number of projects that support the integration of Genomics into nursing practice across the North Thames and South East regions. These include supporting the development and implementation of nursing Genomic competencies and pathways, and the education and training resources for specific specialties. These projects will support Nurses to develop the knowledge and skills necessary to allow the major advances in Genomic knowledge and technology to be put into practice. Nurses are a key workforce to enable patients to benefit from Genomic Medicine and to support the NHS in achieving its Genomic Strategy and long term plan targets.

Dominic is a Paediatric Nurse with specialist experience in research, Inflammatory Bowel Disease and Familial Hypercholesterolaemia.

Poster 18 | Exploring Post-graduate nursing students' experiences of a Collaborative Online International Learning project: A mixed methods study

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 204

Dr. Gordon Hill (Glasgow Caledonian University), Mrs. Helena Kelly (Glasgow Caledonian University), Mx. Bernadette Bradley (Glasgow Caledonian University), Mrs. Susanne Forsgren Gebring (University West), Mrs. Catrine Ekre (University West), Mrs. Annelise Tilly Lund (University West), Dr. Katarina Patriksson (University West)

Aim Of Paper

The overall aim of this research was to describe post-graduate community nursing students´ experiences of COIL sessions and understanding of international care.

We initially aimed to include District Nursing and Specialist Community Public Health Nursing students from both Universities. However, the Specialist Community Public Health Nursing element was not possible at this time, so the study focussed on the District Nursing students, and their experiences. We aim to re-visit the experiences of the Specialist Community Public Health Nursing students at a later date.

Abstract

Background

The use of Collaborative Online International Learning (often abbreviated to COIL) initiatives has grown over the last 10 years (Bragadottir and Potter 2019, de Castro et al 2019, King et al 2021). Despite this, there is limited empirical evidence supporting the use of such approaches in nursing, and none that relate to regulated post-registration courses.

At University West (UW) in Sweden and Glasgow Caledonian University (GCU), we have held online sessions for Community Nurses for a number of years and these have helped to internationalise the curriculum. The feedback from these sessions has been positive. However, the experiences of the students has not been formally examined.

Methods

A mixed methods approach was adopted, incorporating a survey and two focus groups.

Findings

Thirteen students completed the survey (11 from GCU and 2 from UW).

The results of the survey indicated that the students had a positive experience in the online session, indicating that their understanding of international nursing roles had increased. More negative comments related to the pace of the session and some language difficulties.

Following this the two focus groups were held. The data from the focus groups were analysed using thematic analysis. The findings, were verified by 2 members of the research team.

The preliminary themes that have emerged from the focus groups were:

- Language difficulties
- Blurred lines (differing roles in each country)
- Reflection on own practice
- More please!

Conclusions

Despite some challenges, the students at both Universities found the session to be helpful; allowing them to find out more about international reach of District Nursing, the similarities and differences between the two countries and to reflect on their own practice. These encouraging findings indicate that such initiatives would

be beneficial for nurses undertaking post-registration courses, and should be considered for integration into academic programmes.

Delegate Learning Outcomes

1. Understand the opportunities of Collaborative Online International Learning Collaboration on Community Nursing Education
2. Evaluate the Benefits and Challenges of Cross-Cultural Nursing Collaboration
3. Apply findings for Successful Online Nursing Collaboration

Recommended Reading Titles

Bragadottir H and Potter T (2019) Educating nurse leaders to think globally with international collaborative learning Nordic Journal of Nursing Research, 39 (4) pp186-190

de Castro A.B. et al (2019) Collaborative Online International Learning to prepare students for multicultural work environments Nurse Educator, 44 (4) ppE1-E5

Jung D. et al (2022) An online international collaborative learning program during the COVID-19 pandemic for nursing students: Mixed methods study JMIR Medical Education, 8(1) pp1-11

King T.S. et al (2021) Virtual Study-Abroad through web conferencing: Sharing knowledge and building cultural appreciation in nursing education and practice Journal of Transcultural Nursing, 32 (6) 790-798

Presenter biographies

Helena Kelly

Helena joined the GCU in August 2015 taking up post of Lecturer of Adult Nursing and Community Health. Helena has worked within Primary care for just over twenty years and has held a Specialist Practitioner District nurse qualification with Nurse prescribing for twenty-four years. Helena's main areas of expertise within community nursing include complex case management, long term conditions, palliative and end of life care, tissue viability, leadership and caseload management.

Helena's current research interests and involvement include Leadership within nursing the main focus of her professional doctorate thesis. Helena is also involved in research exploring students experiences of learning during the pandemic as well as an evaluation of the Capacitar programme undertaken by Queens nurses within Scotland.

Poster 19 | Enhancing care for older people: An innovative approach to integrating restorative clinical supervision in education

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 187

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

Aim Of Paper

Explores an innovative approach taken to taught interprofessional Nursing and Allied Health Professional workshops which integrates restorative clinical supervision with formal competency-based learning around care for older people. Developed and refined through the Enhanced Care for Older People programme at an acute hospital trust, the approach is underpinned with a compassionate pedagogy and enhances participants sense of belonging, promotes a culture of accountability, support and professional growth. Delegates will take away an understanding of how restorative clinical supervision principles can be applied within educational settings and practical tools and techniques which support psychological safety.

Abstract

The professional nurse advocate (PNA) role is the key enabler of delivery of the NHS England Advocating and Educating for Quality Improvement model of professional nursing leadership and clinical supervision. The aim of the PNA role is to provide clinical, educational and well-being support to nurses through restorative clinical supervision. This has been shown to have a positive effect on staff's physical and emotional well-being, improve job satisfaction and improve patient experience. Since 2023, the Enhanced Care for Older People workforce development programme at an acute hospital trust in the North-East of England has woven the restorative clinical supervision model into their taught workshops. These workshops use the Ageing Well Network evidence-based EnCOP Competency Development Framework and cover fundamentals including physical and psychological frailty, promoting independence, and care at the end of life.

Care for Older People is emotional and uniquely challenging. Our workshop approach uses andragogical and heutagogical principles to provide a safe space for a wide range of learners to meet their learning and psychological needs, work with evocative emotions, role model and encourage staff to explore the use of empathy and compassion to themselves, to their colleagues and their patients. Our key principles are:

Welcome – from the first point of contact. Information provides comfort. Who'll be there? Where is there? Support for specific learning differences, Refreshments on arrival where possible.

Flexibility – workshops have firm ground rules, learning objectives and structure, but flexible delivery. Room for extra breaks, post-workshop support, differentiated learning.

Active listening – trainers check understanding, feedback common themes to organisation (with consent), recognise and take action when conversations stray out of circles of control and influence.

Delegate Learning Outcomes

- To understand the principles of restorative clinical supervision and the Professional Nurse Advocate role
- To identify how restorative clinical supervision principles can be applied within educational settings and the benefits of this to both staff, and the care they provide
- To consider a range of practical tools and techniques to use to manage psychological safety

Recommended Reading Titles

- Ageing Well Network (2023) Introduction to EnCOP https://frailtyicare.org.uk/making-it-happen/workforce/enhanced-care-of-older-people-with-complex-needs-encop-competency-framework/resources-to-introduce-encop/
- Covey SR (1989) 7 Habits of Highly Effective People. Simon and Schuster, New York.
- Francis E (2024) Exploring the professional nurse advocate role and restorative clinical supervision. Nursing Older People. doi: 10.7748/nop.2024.e1456
- NHS England (2023b) Professional Nurse Advocate A-EQUIP Model: A Model of Clinical Supervision for Nurses. www.england.nhs.uk/publication/ professional-nurse-advocate-a-equip-model-a-model-of-clinical-supervision-for-nurses

Presenter biographies

Elaine Francis

Elaine Francis is the lead Clinical Educator for the Enhanced Care for Older People 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. She is a doctoral student researching understanding and perceptions of frailty.

Poster 20 | Caring for paediatric surgical patients – Education for Nursing staff to improve quality and outcomes.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 181

Mrs. Tanya O'Driscoll (North Thames Paediatric Network), Ms. Amy Hunter (North Thames Paediatric Network)

Aim Of Paper

The Surgery in Children Paediatric Operational Delivery Networks (ODN) were created to improve care for children and young people undergoing surgery following an NHS England review in 2019 and additional reports including GiRFT (2021).

As part of the development of the North Thames ODN we undertook a prospective review of current network paediatric surgical provision, including an assessment of skills and knowledge in relation to the services being provided. We were interested in the types of surgery being carried out and any gaps in knowledge or skills that had been identified by both the staff themselves and the leadership teams.

Abstract

The outcome of the review highlighted the impact that Covid has had on the paediatric services across north London. As surgery was stopped completely in some hospitals, there are nurses that have not been exposed to surgical nursing care recently or have a very different experience of providing this care.

The main themes identified were needing greater insight into the patient journey when admitted for emergency or elective surgery. Knowledge of the surgical procedures and how this may affect patient care post operatively. Understanding the different care needs of children with comorbidities such as asthma, diabetes, and haemoglobinopathies, and tasks including post operative catheter care, wound care and dressings. The main overarching theme was understanding and responding to surgical pain.

We collated the identified themes into a paediatric surgical nursing course. The course was split into four days with each day having a theme.

Day 1 – The patient journey.

Day 2 – Common paediatric surgical procedures

Day 3 – Paediatric surgery and comorbidities.

Day 4 – Pain management and practical skill stations.

Although there are paid modules available that cover paediatric surgical nursing the aim of this programme was to be inclusive, ensuring that nurses both paediatric registered and adult registered but working in paediatrics would be able to access the learning and take away skills to improve practice in their hospital. Also ensuring resilience in the workforce and reducing variation of standards in education for staff across the region. To ensure accessibility for all staff across the network we designed the course to be virtual for three days, with the fourth day in person at a central location. We opened the course up to non-registered staff working in paediatric areas and provided this course free of charge to ensure funding is not a barrier to accessing the course.

Delegate Learning Outcomes

Delegates feedback demonstrated they had gained insight into the patient journey, with greater understanding of the need for good communication and how this can improve the patient experience. The knowledge gained of surgical procedures and how this relates to the post operative care has led to better care provision and ability of staff to have improved conversations with children, young people and their carers about the procedure and the aftercare.

Staff have increased their confidence in caring for children with a limited range of comorbidities and with additional requirements which enables these children to be cared for closer to home.

Recommended Reading Titles

Paediatric critical care and surgery in children review, NHSE (2019)

Standards for Children's Surgery, Royal College of Surgeons (2013)

Paediatric General Surgery and Urology: National Specialty Report, GIRFT (2021)

Ear, Nose and Throat Surgery: National Specialty Report, GIRFT (2019)

Presenter biographies

Tanya O'Driscoll

A paediatric nurse with over 25 years' experience across both secondary and tertiary centres in London. Tanya leads the Surgery in Children workstream having worked in areas providing both general and specialist Paediatric surgery. Tanya is passionate about supporting the provision of quality care for children and young people and their families, through recruitment, retention, training, and support for staff.

Amy Hunter

With 10 years of paediatric nursing experience, Amy has a particular interest in emergency, high dependency, and intensive care nursing. She has worked in Accident and Emergency, Paediatric Intensive Care (PICU) and for the Children's Acute Transport service (CATS). Amy has delivered education on a day-to-day basis, as part of her senior nursing role. Amy is a visiting lecturer at London South Bank University (LSBU). She is very passionate about education and enthusiastic to make it equal and accessible to all within the NTPN

Poster 21 | A New Model of Delivery for a Nursing Associate Apprenticeship

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 178

Ms. Jessica Harrison (Northumbria Healthcare Foundation Trust), _Mr. Michael Collins_ (University of Sunderland)

Aim Of Paper

To outline the development of a new model of delivery for the Trainee Nursing Associate Apprenticeship, where apprentices are taught within an NHS Trust developed academy. The Academy provides classrooms, a library and state of the art clinical simulation facilities. The Academy staff, along with Patient, Carer, and Public Involvement (PCPI) team, ensure that the Trainee Nursing Associate Apprentices' education is contextualized to the needs of the employer ensuring the Nursing Associates knowledge and skills are developed alongside the trust vision.

Abstract

The traditional route to registration as a Nursing Associate is to undertake either a full-time undergraduate programme or an apprenticeship route. In the case of a traditional apprenticeship, Trainee Nursing Associates are taught by the Higher Education Institution (HEI) staff of the HEI whilst gaining clinical experience with the employer.

This Trainee Nursing Associate programme was developed in a partnership between the trust and the HEI, written together in its entirety using expert knowledge from both the HEI and the employer. Its creation relied upon the input from current learners within the trust, who were able to express their thoughts and feelings about how their learning experience could be enhanced.

The programme is delivered on-site by trust employed qualified lecturers, with input from HEI staff. This is a move away from the more traditional model of delivery, and lecturers within the Academy are not only providing academic delivery, but working clinically alongside the TNAs in practice.

The aim in this approach was to create a sense of community and belonging for the learners. Having their learning delivered within a bespoke learning environment meant that they had more of an identity within the trust.

One role that was pivotal to the vision of a unified approach was that of the Pastoral Lead. A person employed to act as central contact for academic and clinical practice. The Pastoral Lead is able to coordinate enquiries between the trust and HEI support provision, whilst also providing a personal and holistic approach to support of the individual learner.

The combination of specialist trust employed staff, strong guidance and support from the HEI, and state of the art learning environment has attracted high quality learners, who recognize their unique position learning within a supportive and innovative environment.

Delegate Learning Outcomes

TNAs have highlighted the benefits of delivery within the trust site, particularly the joined-up approach between lecturers and clinical areas, with the pastoral support lead. TNAs feel that there is less separation between the academic and the clinical entity, and feel their overall level of support is enhanced because of this. The trust is demonstrating its commitment to 'growing it's own workforce' by providing bespoke development opportunities with a sense of belonging, and as a result is not only meeting the demands of the workforce, but also serving the local community through recruitment and staff development.

Recommended Reading Titles

Dunbar H, Carter B. A sense of belonging: The importance of fostering student nurses' affective bonds. Journal of Child Health Care. 2017;21(4):367-369. doi:10.1177/1367493517739977

Presenter biographies

Jessica Harrison

Jess is a Registered Nurse (Adult) with a background in Cardiology, Oncology and Haematology. Working as a staff nurse for several years in Cardiac Cath labs before transitioning to Cancer Services, Jess worked in the Chemotherapy Day Unit before gaining the role of Nurse Specialist for the Teenage Cancer Trust. Jess found a passion for education after supporting nursing students in practice, and worked for many years as a Practice Placement Facilitator before training to become a Lecturer.

Michael Collins

I am a registered nurse with a primary background in Critical Care and Critical Care Outreach. I have previously delivered clinical skills education across health related courses including Pharmacy and Nursing. I have also led the Registered Nurse Degree Apprenticeship programme in collaboration with Spire Healthcare. Since July 2024 I have been the lead for the Nursing Associate programmes.

I am part of a team of Armed Force Champions, committed to ensuring that service personnel and their families are supported as they transition into life at university. Having started my career serving as an engineering technician in the Royal Navy, working on Polaris Submarines, I changed my career to retrain as a nurse. I want to ensure my experiences can help influence others who are interested in exploring a new career in healthcare.

Poster 22 | Developing ADVANCE @ QEHKL

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 176

Mrs. Sara Parr (The Queen Elizabeth Hospital King's Lynn)

Aim Of Paper

Our Advanced and Consultant Practitioners (AP/CPs) had been working independently in varied roles, which had developed organically in response to immediate needs. This prompted the Trust to focus on improving governance and role clarity.

Through scoping and consultations, it became clear that many senior practitioners lacked awareness of recent NHSE expectations and felt disconnected from a unified Trust-wide identity.

To address these issues and refocus advanced practice, a Community of Practice (COP) was established, bringing together all trainees, APs, and CPs for shared learning and development.

Abstract

In today's rapidly evolving healthcare landscape, Advanced and Consultant Practitioners (AP/CPs) play a crucial role in delivering high-quality, safe care and ensuring the sustainability of service delivery. Positioned at the frontline of care, AP/CPs require more than just experience to succeed. They need significant investment in education, supervision, and continuing professional development (CPD) to support and enhance their advanced practice.

To fulfill their roles effectively, AP/CPs must adhere to CPD requirements set by their professional regulatory bodies, while also integrating recommendations from NHSE and meeting the governance and assurance demands of their organizations. This alignment is essential in achieving workforce transformation goals for AP/CPs, which focus on training, retention, and reform.

Brettle (2023) highlighted the success of a Community of Practice (COP) project funded by NHSE. This initiative created 'international virtual communities' where experienced practitioners and novices learned together, building skills through a model of virtual social learning. The COP proved effective in developing leadership knowledge, skills, and confidence, especially among early-career nurses (Wenger, 1998; National Voices, 2017). For AP/CPs, who often work in isolation within complex healthcare environments, COPs also support professional identity, collaboration, and leadership development (Joseph-Richard and McCray, 2023).

Our COP fosters a collaborative learning environment within the Trust, promoting peer support, lifelong learning, and career development. It provides a professional forum where AP/CPs can discuss contemporary issues, share updates from NHSE and local ICS, and access role-specific training and education. Facilitated by our Trust Lead for AP, the COP also celebrates achievements and offers learning opportunities.

By building a strong network for trainee, Advanced, and Consultant Practitioners, the COP contributes to service expansion, retention of senior staff, and improved patient care, productivity, and capacity across the Trust.

Delegate Learning Outcomes

Learning Outcomes for the Development of ADVANCE:

Learners will build a professional identity through shared understanding, role modeling, and clear communication of role expectations and governance standards. They will deepen knowledge through shared learning, engaging in professional discussions, exploring diverse practices, and staying updated on relevant topics. By connecting with guest speakers and fostering dialogue across specialties, learners will strengthen local professional networks. They will also enhance clinical understanding through case-based discussions and actively engage in shaping healthcare by measuring intervention impacts, celebrating successes, and promoting continuous improvement in practice.

Recommended Reading Titles

- Brettle, (2023) Available from: Talent-Evaluation-Report.pdf accessed 11/10/24
- Joseph-Richard, P., McCray, J. (2023). Evaluating leadership development in a changing world? Alternative models and approaches for healthcare organisations, *Human Resource Development International,* 26:2, 114-150,
- National Voices (2017), Available from: enabling_change_through_communities_of_practice_0.pdf (pcdn.co), accessed 1/10/24

Presenter biographies

Sara Parr

Dual qualified (Adult and Paediatrics), Lead Advanced Nurse Practitioner with 35 years' experience at The Queen Elizabeth Hospital King's Lynn. Focused career pathway predominantly within Acute paediatrics, developing new Paediatric Assessment Unit, Advanced Nurse Practitioner service, Autonomous Paediatric Eczema Clinic and more recently within working party for Paediatric Virtual Ward.

Fourteen months into Lead AP role secondment within the Education Faculty focusing on Credible Governance processes for developing and implementing an Advanced Practice Service that is safe and effective.

Poster 23 | Continuing Professional Development for nurses working in acute medical assessment units.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 162

Dr. Rebecca Hoskins (University of the West of England), Ms. Gurpreet Jutla (University Hospitals Bristol & Weston NHS Foundation Trust), Ms. Sarah Hyde (University Hospitals Bristol & Weston NHS Foundation Trust)

Aim Of Paper

We aim to share our experiences and learning of developing a partnership specialist post graduate module with the local university. The Acute Medical Assessment : Theory and Practice module is now in its third year and has been consistently evaluated highly.

Abstract

Acute Medicine is the hospital specialty concerned with the assessment, diagnosis and treatment of adult patients with urgent medical needs. It is a new medical speciality and was formally recognised in 2009, having previously been a subspecialty of General Medicine (SAM 2024). In order to support the needs of patients with acute medical presentations and patient pathways through urgent and emergency services, innovative models of care have developed such as Same Day Emergency Care (SDEC) and acute medical assessment units (AMU). Patients receive in depth medical and nursing assessments and treatment and the majority of whom will be discharged within 72 hours of admission or be admitted in a medical speciality inpatient bed if required (NICE 2018). Additionally the speciality teams work closely with new services such as 'Hospital@ Home.
Nurses working within this specialist area did not have access to specialist continuing professional development academic modules as their counterparts in the Emergency Department had access to.
As part of meeting the band 5 and 6 AMU nurses ongoing education needs and as an integral part of the recruitment and retention plan for the unit, we met with the local university to develop an educational partnership.
A co-production approach was taken in developing a bespoke module for AMU nurses in the region (O'Conner et al 2021) . The content is delivered by the expert multidisciplinary team in the hospital and the educational quality standards and processes are supported by the local university. The 20- credit masters module is delivered online over 6 weeks with the final week of the course taking place at the hospital's education and simulation centre, which facilitates the application of theory into a structured practice approach using a variety of simulated patient assessments.
We will share our learning in developing this successful project.

Delegate Learning Outcomes

To understand the importance of the speciality of acute medical assessment (AMU)
To have an understanding of the continuing professional development needs of AMU nurses (band 5 and 6)
To learn how to develop educational partnerships with local education providers and the value of coproduction in developing CPD modules to meet the needs of graduate nurses.

Recommended Reading Titles

Acute Medical Assessment Theory & Practice Module https://courses.uwe.ac.uk/UZWYFR20M/acute-medical-assessment-theory-and-practice
Byrne , D. Silke, B. (2011) Acute medical units: review of evidence. European Journal of Internal Medicine. 22(4):344–347
NICE (2018) Guideline, Chapter 24 Assessment through acute medical units No. 94.National Guideline Centre (UK). London

O'Connor, S. Mengying, Z. Kovach Trout,K. Snibsoer, A. (2021) Co-production in nursing and midwifery education: A systematic review of the literature. Nurse Education Today, Vol 102, accessed at https://doi.org/10.1016/j.nedt.2021.104900 (17/10/24)

SAM (2024) https://www.acutemedicine.org.uk/training-in-acute-medicine/

Presenter biographies

Rebecca Hoskins

Rebecca is the Strategic Lead for Advanced Practice at the University of the West of England and a Senior Lecturer in Advanced Practice. She has previously worked as a consultant nurse in emergency care for 18 years. She values the importance of lifelong learning and believes passionately in reducing the theory practice gap in nursing education.

Poster 24 | Pilot implementation of an Electronic Patients Records (EPR) system for Simulated Practice Learning (SPL) within pre-registration nursing programmes

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 161

Mrs. Clare Grey (Edge Hill University)

Aim Of Paper

To discuss the pilot implementation of an Electronic Patients Records (EPR) system for Simulated Practice Learning (SPL) within pre-registration nursing programmes at one university. This includes the rationale for implementing an EPR system within pre-registration nursing programmes curriculums, and the outcomes of the pilot trial.

Abstract

The National Health Service Digital Plan states all Trusts should have electronic health records by March 2025 and for the future workforce to prepare for the changing digital landscape (Department of Health & Social Care, 2022). The unpublished Phillips Ives Review into nursing and midwifery digital readiness launched in 2022 is reported to say that current models in nursing education do not prepare the future workforce for digitally enabled practice (Devereux, 2024). This is on top of reports of a theory-practice gap between nursing student education and what they experience in clinical practice (Mollart et al, 2023).

To address these needs the author set up a working group at their university to identify and procure an EPR that could be used within SPL. The working group was multi-disciplinary to enable students across multiple health courses to access the resource. Many EPR systems were reviewed, and one was mutually selected for a pilot trial over two weeks. EPRs were rated for cost-effectiveness, fit to student needs, and ease of maintenance. Many were deemed unsuitable as they were designed for larger scopes than the university needed.

For the pilot trial staff and students participated in demonstrations of the selected EPR system to provide their feedback. The EPR system was also incorporated into planned pre-registration nursing skills lessons and medical simulation. The pilot identified areas where it did not meet the needs of individual professions, such as paramedicine. Feedback from the pilot highlighted functionality and usability shortcomings which were then discussed with the developer for improvement. Overall student and staff feedback on the EPR was positive, highlighting the benefit of this EPR system to their course.

Following results of the pilot the EPR system was approved by university processes and is being implemented in pre-registration nursing SPL for the September 2024 academic year.

Delegate Learning Outcomes

The presentation should demonstrate clearly the rationale and growing urgency for implementing EPR and other forms of digital enabled practice in pre-registration nursing education, and the risks of increasing theory-to-practice gap of not doing so.

It will also educate delegates on details of EPR systems, shortcoming of different systems for education settings, and challenges in implementing such systems. This includes learning outcomes from the procurement and demonstration process, as well as results of the pilot trial and resulting changes discussed with the EPR developer. This should aid delegates who are in future involved in implementing EPR systems in education settings.

Recommended Reading Titles

Department of Health & Social Care (2022) *'Policy paper: A plan for digital health and social care'.* Available at: https://www.gov.uk/government/publications/a-plan-for-digital-health-and-social-care/a-plan-for-

digital-health-and-social-care (Accessed: 10 October 2024)

Devereux, E (2024) 'Severe shortage' of digital nurses, warns Phillips Ives review'. Available at: https://www.nursingtimes.net/news/technology/severe-shortage-of-digital-nurses-warns-phillips-ives-review-18-06-2024/ (Accessed: 10 October 2024)

Mollart, L et al (2023) 'The impact of using an academic electronic medical record program on first-year nursing students' confidence and skills in using E-documentation: a quasi-experimental study' *Australian Journal of Advanced Nursing*, 40(3), p. 12-19.

Presenter biographies

Clare Grey

Clare Grey is a registered adult nurse and Digital Innovation Lead& Practice Curricula in the School of Nursing and Midwifery at Edge Hill University. She has worked within nursing pre-registration education since 2017. She has a strong interest in digital health and promoting the role of the digital nurse. Her other clinical interests are critical care and pain management.

Poster 25 | Health Care Support Worker (HCSW) Foundation Programme – a local approach to the development of new HCSWs

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 158

Ms. Stella Wright (Betsi Cadwaladr UHB), Dr. Angela Roberts (Betsi Cadwaladr UHB), Mrs. Shelley Lewis (Betsi Cadwaladr UHB), Mrs. Nicola Barlow (Betsi Cadwaladr UHB)

Aim Of Paper

This poster will outline the principles of the Healthcare Support Worker (HCSW) Foundation programme. It was developed locally in response to an ageing HCSW workforce profile and a lack of career pathways for individuals looking to take their first step into a clinical role in primary care.

Abstract

Locally there was a need for a Healthcare Support Worker (HCSW) development programme in primary care. Data indicated that almost 60% of the HCSW workforce are aged 50 or over in primary care. Additionally, there was no structured career pathway for new HCSW or admin staff looking to move into a clinical role.

The HCSW Foundation is a nine-month programme which was developed based on the principles the General Practice Nurse Foundation programme. The employing practice receives an education grant for each HCSW trainee which is currently funded by the health board. In exchange the HCSW is released for approximately 35 study days.

A core component of HCSW foundation is the education element, trainees complete the Agored Primary Care HCSW Qualification, Level 3 Certificate. The programme is structured to incorporate a series of set mandatory units and study days within the essential criteria with an option to undertake further specific study within the desirable criteria.

The HCSW foundation is overseen by the local Primary Care Academy. A dedicated Practice Development Nurse and colleagues oversee the application process, induction, supervision, completion of portfolio evidence and evaluation. They also host the peer support sessions and liaise with the practice and college where required. The programme concludes with a celebration event. Learners are supported with career planning and encouraged to progress to the Diploma on completion.

Benefits to the practice include an education grant contributing to the release of the supervisor and trainee, a fully funded training programme, Practice Development Nurse support and HCSW core skills and knowledge completed in nine months.

Benefits to the trainee include practice led employment, a fast-track route to achieving a level 3 Certificate tailored to the needs of the learner, protected study time, a dedicated supervisor and support from the college work-based learning team.

Delegate Learning Outcomes

HCSW Foundation contributes to a sustainable healthcare workforce to deliver 'A Healthier Wales' through prudent healthcare for the local community. It also aligns to the Chief Nursing Officer priorities to attract, recruit, train, educate and retain the nursing and midwifery workforce.

There has been excellent feedback from the first two cohorts on the programme. The structured approach to workforce development means the HCSW Foundation could be rolled out in primary and community care services elsewhere.

Recommended Reading Titles

Kessler, I., Steils, N., Esser, A., & Grant, D. (2021). Understanding career development and progression from a healthcare support worker perspective. Part 1/2. British Journal of Healthcare Assistants, 15(11), 526-531.

Arblaster, G., Streather, C., Hugill, L., McKenzie, M., & Missenden, J. (2004). A training programme for healthcare support workers. Nursing Standard (through 2013), 18(43), 33

Presenter biographies
Angela Roberts
Dr Angela Roberts has had a 40-year career across adult nursing and midwifery services, and has worked as an advanced nurse practitioner in primary care prior to moving to support a more strategic and educational role.

Poster 26 | Does completing the Royal College of Nursing Prince of Wales Nursing Cadet Scheme Increase the Self-efficacy of the Participants?

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 147

Mrs. Rosalind Mabey (Royal College of Nursing)

Aim Of Paper

To evaluate whether participating in the Royal College of Nursing Prince of Wales Nursing Cadet Scheme increases the self-efficacy of cadets.

Abstract

Background:

The perception that young people are overly sensitive and less resilient necessitates exploration of such claims. The RCN Nursing Cadet Scheme provides personal and professional development opportunities for youths aged 16 to 25, many from deprived areas. Through a health and social care curriculum, participants gain career-ready skills and enhance their confidence. Transformations have been observed in cadets, from introverted to self-assured individuals. This poster will discuss strategies fostering resilience, such as reflection, community support, and promoting a growth mindset, contributing to empowering youth in a complex world.

What is Self-Efficacy?

Introduced by Albert Bandura in 1977, self-efficacy is defined as an individual's belief in their capacity to execute behaviours necessary for specific achievements. This belief influences motivation, attitude, and social context. Research shows that higher self-efficacy correlates with greater achievement.

Methodology:

A qualitative approach was employed to assess perceived changes in self-efficacy among cadets post-program. Two digital questionnaires were created: one evaluating skills before the scheme and another assessing changes afterward.

Survey Questions:

Questions addressed problem-solving ability, optimism about the future, feelings of usefulness, confidence, knowledge of NHS career options, and intent to pursue health care careers. Responses ranged from "Not at all true" to "Exactly true."

Results:

Out of 20 cadets, 10 (50%) responded. Pre-scheme results indicated low confidence, with 76% answering negatively about their positivity. Post-scheme results revealed a dramatic shift: 97% of responses were positive, with no negative responses recorded. Only 3 out of 100 data points post-scheme were negative, indicating a strong positive change.

Conclusion:

This research suggests that the RCN Prince of Wales Nursing Cadet Scheme significantly enhances participants' self-efficacy. The findings provide valuable insights for stakeholders and inform future educational policy development in youth organizations.

Delegate Learning Outcomes

To understand how participating in the Royal College of Nursing Prince of Wales Nursing Cadet Scheme increases the self-efficacy of cadets.

Recommended Reading Titles

Bandura, A. (1977). "Self-efficacy: Toward a unifying theory of behavioural change". Psychological Review, 84(2), 191–215.

Cherry, K. (2023). "Self-Efficacy and Why Believing in Yourself Matters". Verywellmind. Accessed on 13/04/2023

Presenter biographies

Rosalind Mabey

I am currently studying for a Masters in Education and have a background in emergency nursing. I am passionate about inspiring the next generation of nurses and I champion initiatives that promote nursing as a rewarding career for young people. As part of the wider Nursing Cadet Scheme team, I aim to provide young people with the opportunity to acquire the skills, explore the attributes and align with the values of nursing as a profession. My role provides me with a great sense of pride especially when encouraging cadets to gain hands-on experience while fostering a sense of community and increasing their self-confidence.

Poster 27 | LEARNING WITH WILF: IMPROVING PRACTICE THROUGH COHESIVELY INCORPORATING THE PSIRF STRATEGY AND PNA PRINICPLES OF THE A-EQUIP MODEL INTO A REGULAR LEARNING OPPORTUNITY FOR STAFF.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 135

Mr. Paul Gardner-Smith (Oxford University Hospitals NHS Trust)

Aim Of Paper

The aim of this abstract is to discuss and demonstrate how an innovative approach has been used to support the practice and development of staff. This initiative has been used within an orthopaedic setting to sustain and develop staff at all levels and within a multi-disciplinary approach. To do this the initiative uses nationally driven programmes in a collegiate manner demonstrating how multiple faceted initiative can work comprehensively together to improve and develop practice and sustain the workforce.

Abstract

The Ward Incident and Learning Forum (WILF) aims to demonstrate how the Professional Nurse Advocate (PNA) role and Patient Safety Incident Response Framework (PSIRF) work cohesively in a learning model for all staff across the Multi-Disciplinary Team (MDT) with a focus of reducing incidents.

Since there inceptions the PSIRF strategy and the NHS England's PNA Role have been emphasising learning from incidents and supporting staff. The WILF project seeks to combine these two programmes and cohesively demonstrate a proactive learning culture empowering nurses to reflect, learn, and be supported following an incident as well as reducing the numbers of patient's incidents occurring within the elective orthopaedic setting. An initial PDSA cycle has completed. The sessions develop using the A-EQUIP model through Monitoring, evaluation, and quality control identifying incident reports, PSIRF incidents, After Action Reviews or staff concern with staff anonymously evaluating sessions. Clinical Supervision is the two, one hour group sessions per month using the resilience based clinical supervision model. Education and Development is through topic links and utilising specialist teams both within and outside of the session. Personal development and Quality Improvement is achieved through empowering staff to identify and become involved in projects.

188 staff members have engaged in twelve months. There is a reduction in incidents the months directly following a WILF. 100% of the staff who have been involved have said they would recommend WILF to a colleague. Staff have also reflected on their practice and how they can also support their colleagues.

WILF has worked in this area demonstrating that the two strategies work cohesively to support staff with other areas of the trust asking for support to develop their own. WILF is a trust QI project entering the second PDSA cycle where there have been areas for improvement identified and plans for implementation developed.

Delegate Learning Outcomes

The initial learning outcomes were to analyse if the introduction of WILF would make a significant improvement in practice within the clinical area resulting in a reduction in Ulysses reportable incidents. We can show that this has had some impact in this area with reductions in incidents occurring. Moving forward, developing learning outcomes include the sustainability of those reduction incidents, increasing WILF's engagement from the wider MDT and gaining greater coverage of nursing staff accessibility to WILF resources. All of which cohesively working with the PNA, AEQUIP principles and sustaining the workforce.

Recommended Reading Titles

Sara Amaniyan, Bjørn Ove Faldaas, Patricia A. Logan, Mojtaba Vaismoradi, Learning from Patient Safety Incidents in the Emergency Department: A Systematic Review, The Journal of Emergency Medicine, Volume 58,

Issue 2,2020, https://doi.org/10.1016/j.jemermed.2019.11.015

Aaron S. Kusano, Matthew J. Nyflot, Jing Zeng, Patricia A. Sponseller, Ralph Ermoian, Loucille Jordan, Joshua Carlson, Avrey Novak, Gabrielle Kane, Eric C. Ford, Measurable improvement in patient safety culture: A departmental experience with incident learning, Practical Radiation Oncology, Volume 5, Issue 3, 2015, https://doi.org/10.1016/j.prro.2014.07.002

NHS England, (2023), Professional Nurse Advocate. Available at: NHS England » Professional nurse advocate, Accessed (24th February 2024).

Presenter biographies

Paul Gardner-Smith

I am a Clinical Practice Educator within an Orthopaedic Hospital. My primary workstream is supporting new starters within their first 12 months of joining the Hospital. I have designed a pathway for them which incorporates a Foundation Programme curriculum which I created. The WILF Initiative I started is a project which takes the MDT learning aspect of the PSIF agenda and cohesively runs this alongside the Professional Nurse Advocacy A-Equip model. I have completed the PNA programme and am currently studying for my PGCert in Practice Education. Before my current role I worked clinically in emergency medicine something I had done since registration. This gave me the opportunity to become confident in a variety of nursing care before moving into the Orthopaedic Surgery speciality I am in now. Previously I worked in secondary education with a focus on humanities and SEND provision, skills I continue to utilise in practice.

Poster 28 | The Use of Breakout Rooms in Synchronous Online Nurse Education: A Systematic Review of the Literature to Identify Implications for Simulated Practice Learning

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 111

Mrs. Demelza Hayer (Open University)

Aim Of Paper

The poster aims to communicate the findings of a systematic review of the use of breakout rooms in synchronous online nurse education and the implications for simulated practice learning. The poster is relevant to a large nurse educator audience who use synchronous videoconference platforms to deliver nursing education. Breakout rooms can be overlooked as a simulation method despite offering the opportunity to support students in developing their knowledge, behaviours and skills, with opportunities for repetition, feedback, evaluation and reflection. The poster aims to support nurse educators to develop their practice in the use of breakout rooms as a simulation pedagogy.

Abstract

Background: Most synchronous online education videoconferencing platforms include a technological function to split the main session into multiple concurrent sessions, known as 'breakout rooms'. The technological features of breakout rooms may be suitable to support the increasing use of simulated practice learning in nursing education; however, lack of skill and confidence have previously been identified as significant barriers to breakout room use and training for new online learning platforms can focus on technical aspects of using software rather than the specific pedagogical needs of nurse education.

Aims: The systematic review aimed to understand the current evidence base underpinning use of breakout rooms in synchronous online nurse education and identify implications for simulated practice learning.

Methods: Papers were identified using the PRISMA 2020 flow diagram for new systematic reviews which include searches of databases and registers and subjected to critical appraisal to ensure quality. Five papers were included for review and were subjected to reflexive thematic analysis using the six stages of analysis model (Braun and Clarke, 2020).

Findings: Five themes were identified: preparation, safe environment, innovation, support, and group dynamics.

Conclusion: Breakout rooms were utilised to support a diverse range of learning activities compatible with the contexts identified by the Nursing and Midwifery Council for simulated practice learning in nursing education. The technological features of breakout rooms may support simulated practice learning in synchronous online nurse education by providing an environment for authentic, contextualised, and supervised practice experiences. Active learning can be encouraged by nurse educator presence and communication within breakout rooms, as well as planned inclusion of social interactions intended to build a community of support for students.

Keywords: Breakout rooms, synchronous online nurse education, simulated practice learning.

Delegate Learning Outcomes

The poster presentation aims to support nurse educators to:

- Define the breakout room affordance of videoconferencing platforms.
- Recall the key themes in breakout room use in nursing education practice learning.
- Exemplify practice learning situations where breakout rooms could be used as a simulation pedagogy to support students in developing their knowledge, behaviours and skills, with opportunities for repetition, feedback, evaluation and reflection.

- Appraise future practice learning opportunities, within individual nursing education contexts, to utilise breakout rooms as a simulation pedagogy.
- Plan professional learning and development needs for successfully utilising breakout rooms as a simulation pedagogy.

Recommended Reading Titles

Hayer, D. (2024) 'Use of breakout rooms in synchronous online nurse education: A review of the literature to identify implications for simulated practice learning', *Journal of Perspectives in Applied Academic Practice,* 12 (3), pp. 46-62. Avaialable at: https://doi.org/10.56433/vh4ep931

Presenter biographies

Demelza Hayer

Demelza Hayer qualified as a registered adult nurse in 2007. She spent 12 years serving in Princess Mary's Royal Air Force Nursing Service, completing two operational tours of Afghanistan, before leaving the service in 2019. Demelza worked for NHS Wales for 3 years in a variety of roles including education, sexual health, corporate nursing, and bladder and bowel care. Demelza began working for the Open University as a part-time Associate Lecturer on a pre-registration nursing module in 2022, and accepted a full-time post as a Staff Tutor with the university in 2024. Within this role, Demelza is completing an MA Online Teaching, developing specialist interest in technology-enhanced learning in pre-registration nursing education.

Poster 29 | Challenges of meeting reasonable adjustments in Pre-registration Nursing, to support a diverse and inclusive workforce.

Tuesday, 1st April - 10:05: Posters (Day 2) - Poster - Abstract ID: 310

Mrs. Lorraine Marie Diegnan (University of Wolverhampton), Ms. sarah shaw (University of Wolverhampton)

Aim Of Paper

The paper aims to evaluate the challenges of meeting **reasonable adjustments** in pre-registration nurse education and share how the implementation of support mechanisms and processes have fostered inclusivity for diverse student needs. A collaborative approach between Approved Education Institutions (AEI's) and practice partners has been strengthened with the introduction of a dedicated practice learning team. In addition, to a pre course panel which includes faculty enabling tutors, disability inclusion tutors and academics reviewing requests of adjustments and recommendations on students declared needs.

Abstract

Meeting students' reasonable adjustments is challenging due to the complexities of physical, mental health and neurodiverse needs. Furthermore, there can be a disconnect between student expectations and reality of nursing particularly regarding shifts, working weekends, bank holidays. As well as understanding the physical demands of the role whist managing underlying physical and mental health issues. Students have reported fears and stigma in relation to disclosing disabilities and a lack of understanding in how to support students with disabilities. Approved Education Institutions (AEI), with practice learning partners, are responsible for ensuring equality, diversity and inclusion needs of all those who are part of an educational experience are considered (NMC, 2018).

The pre-registration course requirements identify that students need to demonstrate NMC requirements that a qualified nurse is capable of independent practice. Therefore, assessments should be designed to be as inclusive as possible by building in flexibility, where feasible, for all students whilst meeting the course and NMC competence standards. The establishment of a pre course panel has enabled us to communicate with potential students to determine if they can meet the requirements of the programme in a timely way prior to enrolling onto the programme.

Placement assessors have a role in helping students with additional needs to develop strategies to support and encourage students to develop self-help strategies and make reasonable adjustments where possible (NHSe, 2024). The establishment of a dedicated practice learning team and implementation of a practice awareness sheet (PAS) has enabled a proactive, transparent and timely approach to be adopted. This is because recommendations requested by occupational health for AEI's to review and discuss with students and practice partners is shared prior to placement commencing. Students have reported anxieties being reduced and an improvement in their experience as their additional needs have been met without delay.

Delegate Learning Outcomes

- Evaluate contemporary challenges faced in meeting Pre-registration students' reasonable adjustments Nationally and within their own organisations
- Evaluate their organisations current commitment to diversity and inclusion within nurse education
- Consider best practice that embraces a diverse and inclusive workforce
- Develop new ways of thinking leading to improvement and innovation that is representative of the diversity found in the communities that they serve

Recommended Reading Titles

https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/student-recruitment-retention-and-attainment/inclusive-learning-and-teaching/competence-standards-nursing

NHSe (2023) The NHS England Equality Diversity and inclusion (EDI) improvement plan

NHSe (2024) Safe Learning Environment Charter. NHS England » Safe Learning Environment Charter – what good looks like

Nursing and Midwifery Council, 2018. Part 1: Standards Framework for nursing and midwifery education. Available from: www.nmc.org.uk.

Nursing and Midwifery Council, 2018. Part 2: Standards for supervision and assessment. Available from: www.nmc.org.uk.

Nursing and Midwifery Council, 2018. Part 3: Standards for pre-registration nursing programmes. Available from: www.nmc.org.uk.

Nursing and Midwifery Council, 2018. Future nurse: Standards of proficiency for registered nurses. Available from: www.nmc.org.uk.

Presenter biographies

Lorraine Marie Diegnan

Lorraine Diegnan and Sarah Shaw are Principal lecturers at the university of Wolverhampton and currently working in lead academic roles within the School of Nursing. They are both qualified Nurses and have experience working in a variety of clinical settings and roles in Nurse Education.

Over the last couple of years the challenge of meeting the complex physical, mental health and neurodiverse needs of our Pre Registration Student nurses have escalated. Therefore new processes and support mechanisms have been developed to ensure the students needs and reasonable adjustments proposed are reviewed and met where feasible.

4.1 Sponsor-led session from the NMC

Sponsor led session from the NMC | The NMC Review of Nursing and Midwifery Practice Learning

Tuesday, 1st April - 10:35: 4.1 Sponsor-led session from the NMC - Oral - Abstract ID: 331

Ms. Julie Bliss (Nursing and Midwifery Council)

Aim Of Paper

The discovery phase of the review of practice learning is gathering evidence by working collaboratively with a wide range of stakeholders from across the UK, and throughout health and social care. This will ensure any proposals we put to our Council in early 2025 are mindful of the commonalities and variation within practice learning across the four nations.

This seminar will provide an opportunity for participants to discuss and inform the key lines of enquiry identified by the discovery phase and approved by Council.

Abstract

Delegates will have an opportunity to discuss and inform the NMC practice learning review by sharing their experience as students and registrants working in practice and education.

We're undertaking a review of practice learning to recognise and acknowledge innovation and ensure that our practice learning requirements support and equip students to deliver the best possible person-centred care for people across a diverse range of practice learning environments.

This seminar will provide an opportunity for participants to discuss and inform the key lines of enquiry identified by the work's current discovery phase and once they have been approved by our Council.

Delegate Learning Outcomes

1. To update the audience on the key lines of enquiry following the discovery phase of the NMC review of practice learning.
2. To provide an opportunity for participants to discuss the things they identify as influencing practice learning.
3. To sign post participants to ongoing opportunities to get involved in the NMC review of practice learning.

Recommended Reading Titles

Other relevant health and social care codes of practice:

The Code (nmc.org.uk)

Standards framework for nursing and midwifery education (nmc.org.uk)

Standards for student supervision and assessment (nmc.org.uk)

Standards for pre-registration nursing programmes (nmc.org.uk)

standards-of-proficiency-for-nurses.pdf (nmc.org.uk)

standards-for-pre-registration-midwifery-programmes.pdf (nmc.org.uk)

standards-of-proficiency-for-midwives.pdf (nmc.org.uk)

Standards for pre-registration nursing associate programmes (nmc.org.uk)

Presenter biographies

Julie Bliss

Julie was appointed as an NMC Senior Nursing Education Adviser in July 2023.

Julie is a Registered Adult Nurse (General), Specialist Practitioner – District Nursing 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

4.2 Innovation in inclusive education

Nurse educators' views in relation to teaching cultural competence to nursing students.

Tuesday, 1st April - 10:35: 4.2 Innovation in inclusive education - Oral - Abstract ID: 26

Mrs. Avanelle Ogundipe (London South Bank University)

Aim Of Paper

The aim of this research is to:

- Understand nurse educators views on cultural competence
- Understand if there are challenges faced by nurse educators in teaching cultural competence
- Identify how cultural competence relates to practice.

Nurses are required by the NMC code to consider cultural sensitivities in order to have a better understanding of the personal and health needs of the persons they care for. This places teaching cultural competence in the remit of nurse educators and this paper looks at how nurse educators view this.

Abstract

Cultural competence improves patient care and outcomes, the absence of it can impact health equity and quality of care. Educating the future workforce on cultural competence is integral to the role of the nurse educator and significantly contributes to diversity and inclusion in nurse education. Cultural competence promotes inclusivity in the nursing profession, as educators, we want to be aware and alert to our views in relation to teaching this with the intention to continue to support diversity and inclusion in education.

A qualitative descriptive design was used to explore the views of nurse educators in teaching cultural competence. Focus group discussions were held, with a total sample of nine nurse educators. Using Braun and Clarke's thematic analysis, six themes and fifteen subthemes emerged.

Findings revealed that nurse educators have some knowledge of cultural competence, however they raised concerns around this not being complete. Insufficient guidance from the NMC was highlighted, with some educators viewing this as a benefit rather than a hindrance. Educators acknowledged their responsibility in teaching this and its importance in optimal care and awareness of racism.

In conclusion educators meeting the challenge of teaching cultural competence have direct and positive impact on practice. There is a need for forums where collaboration on content for teaching cultural competence can take place. This allows for innovation and continued development of teaching practices and may provide practical solutions to some hindrances to teaching this topic . Decolonization of the curriculum and curriculum review was also spotlighted to allow for the inclusion of more content on cultural competence in the curriculum.

Delegate Learning Outcomes

Learning outcomes:

To consider what the definition of culture and cultural competence entails.

To consider the hindrances to gaining cultural competence

To explore what cultural competence might look like in practice

To explore and learn from the perspective of nurse educators in teaching cultural competence

To explore the challenges involved in teaching cultural competence and to consider practical solutions.

To provide examples of experiences of teaching this topic and to encourage this practice.

Recommended Reading Titles

Not applicable

Presenter biographies

Avanelle Ogundipe

Avanelle Ogundipe is a Senior Lecturer at London South Bank University (LSBU) in the Children's Nursing Department. She has been qualified as a nurse for twenty two years.

Avanelle pursues opportunities to facilitate diversity and inclusion. As such she is an Athena Swan member at LSBU which seeks to promote gender equity.

Avanelle also has an interest in the usage of digital learning platforms within education. As a result she was invited to be a member of the panel at AulaCon 2021, a conference aimed at providing insight into digital tools that can be utilised in higher education as well as practical examples that could be taken forward into the post pandemic learning experience.

Cultural competence is another area of interest and Avanelle seeks to encourage other educators in this space and in this practice. Particularly as this remains consistently relevant in our increasingly globalised societies.

Human Factors: Affect everyone, involve everyone

Tuesday, 1st April - 11:05: 4.2 Innovation in inclusive education - Oral - Abstract ID: 120

Dr. Amy Alcock (Cardiff & Vale University Health Board), Ms. Marianne Jenkins (Cardiff & Vale University Health Board), Dr. John Dunne (Cardiff & Vale University Health Board), Mr. Andrew Hall (Cardiff & Vale University Health Board), Dr. Charlotte Addy (Cardiff & Vale University Health Board), Dr. Munawar Al-Mudhaffar (Cardiff & Vale University Health Board), Ms. Melanie Cotter (Cardiff & Vale University Health Board)

Aim Of Paper

To describe the development and outcomes of a new innovative, interprofessional Human Factors education course.

Abstract

Background

Human factors aim to understand the "fit" between staff and their environment and includes equipment design, processes, communication, teamworking, leadership and organisational culture. Understanding these principles results in reduced human error and positive results on quality of care and patient safety. The NHS Patient Safety Syllabus highlight Human Factors as a core theme of its training for all NHS staff. Despite this, we were unable to identify any interprofessional Human Factors training courses in Wales when establishing this concept.

Methods

An interprofessional, multi-speciality Human Factors course was created and delivered by a faculty with varied professional and speciality backgrounds. The one-day course included an introductory lecture, themed workshops and discussion about practical applications using pre-filmed simulations. A pre-course handbook and online platform facilitated consolidation of learning.

Results

Between September 2023 and September 2024, the course was delivered to 83 attendees from within one Welsh Health Board. Attendees included 34 nurses

(advanced nurse practitioners, specialist nurses, practice education nurses and staff nurses). All attendees were requested to complete pre- and post-course questionnaires.

62.0% reported having minimal or no prior human factors teaching, clearly identifying the need for education. Confidence about human factors increased by 65.2% (17.7% to 82.9%) and awareness of the impact of human factors increased by 39.5% (54.4% to 93.9%) following the course.

Qualitative feedback suggested that the participants found the course engaging, interesting and useful and felt that their learning would help them to improve their clinical areas and share their learning with their colleagues.

Discussion

This interprofessional multi-speciality Human Factors course has proven it's usefulness and value for all healthcare professionals working within the Health Board. It's inter-professional nature, has strengthened the learning that attendees gained and proved that Human Factors really are everyone's problem. Further courses will open this education to more Health Board staff.

Delegate Learning Outcomes

- To learn about the importance of education around Human Factors for all healthcare professionals.
- To understand the methods used to develop an interprofessional Human Factors education package.
- To understand the potential value of increased education on Human Factors for all healthcare staff.

Recommended Reading Titles

Not applicable

Presenter biographies

Amy Alcock

Amy Alcock is a Paediatric Registrar at Cardiff & Vale University Health Board. She has recently completed the Welsh Clinical Leadership Training Fellowship and established a new interprofessional, multi-speciality Human Factors course. Amy has particular interests in medical education, leadership and civility.

Preventing and Learning from Incidents in Practice through Proctorship

Tuesday, 1st April - 11:35: 4.2 Innovation in inclusive education - Oral - Abstract ID: 83

Ms. Jenny Devine (University of Chester), Prof. Kate Knight (University of Chester)

Aim Of Paper

This paper aims to demonstrate the significant role played by proctorship systems in preventing and addressing safeguarding issues in Nursing education. This unique approach emphasises the commitment of the HEI to fostering an inclusive learner culture, which extends beyond the immediate course content and environment, and into external practice environments. We illustrate the significant benefits which result from the proctorship approach, and illustrate how other HEIS and organisations can implement adjacent practices.

Abstract

In recent years, staff and patient misconduct against students has been increasingly recognised and there is growing evidence that nursing students are at especially high risk, particularly whilst on placement (Warshawski 2021). Literature indicates that misconduct incidents against students frequently occur throughout a variety of clinical placement settings (Hunter, et al. 2022; Dafny, et al. 2023). Universities have a responsibility to appropriately record and address these issues, and the failure of universities to safeguard students from sexual violence could be considered negligent.

As the fifth oldest Higher Education Institution (HEI) in the UK, the University of Chester operates a number of unique student-facing quality improvement services, including an innovative Proctorship service for student nurses. Whereas other HEIs employ Proctors as either administrative officers (Walford 2004) or examination aides (Awad & Chinneck 1998), the University of Chester's Proctorship service is dedicated to overseeing and managing incidents in pre-registrant Nursing student practice. Key "concern" terms in student evaluations act as automated triggers to alert Proctors to potential incidents in practice, which are then investigated sensitively. This process feeds into the University's OFSTED preparedness (OFSTED 2019), and helps determine how further incidents can be prevented.

Running across all the University of Chester's nursing courses, this Proctorship system centers student safety and allows for efficient triangulation of observations relating to professional suitability referrals, safeguarding concerns, and incidents in practice. The University's inclusive personalised care agenda is therefore inextricable from the objective of monitoring incidents in nursing practice and placement. In this paper, we outline the efficacy of the Proctorship system, and discuss quality improvement measures for its continuing improvement, including methods of addressing incidents close to the time of their occurrence, as opposed to retrospectively.

Delegate Learning Outcomes

The proctorship model outlines an effective approach to ensuring student safety, alongside safe working practices in related healthcare providers. We demonstrate that the model has both a proactionary and precautionary function; it not only improves reporting processes related to where incidents occur, but also helps HEIs and practice providers to identify and put improved working practices in place that reduce the potential for similar mistakes to be made again. Student safety is improved on aggregate, and the model helps institutions meet mandated commitments towards robust recording processes.

Recommended Reading Titles

Awad, Rania M., & John W. Chinneck (1998). Proctor Assignment at Carleton University

Dafny, H. A., S. Champion, V. Pearson, & S. Brown (2023). Nursing students' experiences of workplace violence in clinical practice: a qualitative systematic review protocol.

Hunter, E. J., C. E. Eades, & J. M. M. Evans (2022). Violence experienced by undergraduate nursing students during clinical placements.

OFSTED (2019). Education inspection framework

Walford, Geoffrey (2004). Finding the limits: autoethnography and being an Oxford University Proctor

Warshawski, S. (2021). Workplace violence directed at nursing and medical students - What can students tell us about it?

Presenter biographies

Jenny Devine

Jenny Devine is a Senior Lecturer in Practice Education and Simulated Learning within the University of Chester, and an NMC Registered Children's Nurse with clinical experience in critical care, palliative care and safeguarding children and young people. Jenny teaches on paediatric clinical skill-based modules across all years of the Pre-Registration Nursing Programme. Jenny offers extensive and expert support to students and staff during practice placements. Jenny collaborates regionally with Higher Education Institutes, practice partners and stakeholders across the NHS and private sector, and works to quality assure learning and placement experiences for student nurses. Jenny was a contributing researcher on the Creative Health project which informs social prescribing in primary care. Jenny is also responsible for safeguarding students within the university as a Safeguarding Lead for the Faculty of Health, Medicine and Society, and continues to drive forward the agenda of student safety throughout the university journey.

4.3 Community nursing education

Evaluating the impact of adopting Universal Design for Learning (UDL) principles to support inclusion and enhance learner engagement within educational development programmes for community nurses and community healthcare support workers.

Tuesday, 1st April - 10:35: 4.3 Community nursing education - Oral - Abstract ID: 316

Mrs. Deborah Bunn (Northumbria Healthcare Foundation Trust), Mrs. Clare Raffel (Northumbria Healthcare Foundation Trust)

Aim Of Paper

Lifelong learning is undeniably essential for high quality nursing care and patient safety. It is a contributory factor in staff retention and supports confidence building. To optimise engagement and support inclusive educational practice, learning events should offer meaningful and multifaceted modes of learning to be successful. Yet, traditional didactic teaching practices remain pervading approaches which limit learner interaction and prohibit inclusivity. This service evaluation explores the impact of employing Universal Design for Learning (UDL) principles within community nursing education for both registrants and healthcare support workers across a range of educational programmes.

Key words: universal design for learning, inclusivity, engagement

Abstract

Universal Design for Learning (UDL) is founded on principles of engagement, representation and action/ expression with the aim of offering inclusive learning to diverse cohorts. There are limited publications exploring UDL within nursing education outside of Higher Education programmes.

New programmes of learning for both non-registered and registered community nursing staff, developed to address poor retention rates and enhance inclusive educational practices, offered an unparalleled opportunity to develop educational initiatives founded on principles of UDL. Several of these included programmes developed to offer non-hierarchical learning opportunities to support widened participation.

The principles of UDL were implemented using innovative pedagogies, gamification, role play, analogous learning, simulation and storytelling.

A qualitative service evaluation was undertaken to analyse the success of these principles in enhancing engagement and inclusion across both registered and non-registered learner groups.

Data was collected via anonymised, self-administered, semi-structured questionnaires accessed via a QR code offered universally to learners. Questionnaires were made available post-session to maximise both recall and response rate. Thematic analysis was utilised to explore free-text responses of learners. 682 learner responses were recorded within a 6-month period, representing a response rate of 89% across all cohorts.

Emerging themes from data analysis reflect learners' preference for multifaceted interactive models of learning. Collaborative learning incorporating authentic narratives, reflective discussion harnessed with problem-solving tasks were favoured over more individualised interactive activities. Learners reported feeling most distanced during elements which encompassed educator led electronic presentations with some learners attributing this to a specific learning difference or neurodiversity. A universal theme was the pivotal role of educator in influencing the learning environment in terms of promoting psychological safety and inclusive behaviours. The positive impact of skill mixed cohort in promoting diverse perspectives and increased understanding of roles were dominant themes within shared programmes of learning for non-registered and registered community nursing staff.

Delegate Learning Outcomes

The delegates will have an increased understanding of Universal Design for Learning (UDL) and its application within the nursing education environment.

Delegates will have an expanded awareness of the transformational impact of UDL across diverse cohorts of learners.

The session will provide the delegates with the opportunity to explore examples of UDL within educational practice.

Delegates will be encouraged to explore the fundamental principles of UDL and its application to their own area of practice.

Recommended Reading Titles

CAST (2011). *Universal Design for Learning Guidelines version 3.0* https://udlguidelines.cast.org Accessed October 2024.

Coffman, S. and Draper, C., 2022. Universal design for learning in higher education: A concept analysis. *Teaching and Learning in Nursing,* 17(1), pp. 36–41.

Kotcherlakota, S., Stamler, L.L., Clark, A. and Howell, M.C., 2024. Implementing universal design for learning in nursing education: Faculty perspectives. *Teaching and Learning in Nursing,* 19(1), pp. 138–144.

Roberts. D (2016) Visual feasts of the mind: matching how we teach to how we learn. Available at: https://www.youtube.com/watch?v=FJyhTg26w-A

Presenter biographies

Deborah Bunn

Deborah Bunn is a Speciality Clinical Educator within the Community Services Business Unit for Northumbria Healthcare NHS Foundation Trust. Deborah completed her Postgraduate Certificate in Academic Practice, alongside her Academic Professional Apprenticeship and received Fellowship of Higher Education Academy earlier this year. Deborah has spent most of her nursing career within community nursing and has recently been delighted to receive the title of Queen's Nurse in recognition of her contribution to community nursing education. Deborah employs her additional academic success in art and design to enhance her specialist interest in creative pedagogies. Beyond her work life Deborah pursues a multitude of creative activities and delights in living beside the sea in the North East of England with both her two and four legged family.

Title: Preparing nursing students for employment in community, primary and social care settings.

Tuesday, 1st April - 11:05: 4.3 Community nursing education - Oral - Abstract ID: 226

Mrs. Anna Taylor (Anglia Ruskin University), Dr. Mary Edmonds (Anglia Ruskin University)

Aim Of Paper

Anglia Ruskin University and NHS England are working together to deliver an innovative placement pathway for adult pre-registration nursing students. The aim is for students to have a destination career within a community or primary care or social care setting.

Abstract

This is a longitudinal evaluation of the experiences of adult pre-registration nursing students on a community, primary care and social care pathway. The impact of different placement models and a range of diverse experiences within community, primary care and social care placements will be evaluated throughout the course.

Eight pre-registration nursing students across two campuses from one university in the East of England have completed the first year of a destination nursing pathway. Placements were specifically arranged to ensure students were provided with a comprehensive exposure to highlight the significance of nursing people in their home, in general practice and within social care. This approach is developing clinical skills, knowledge and experience needed to pursue a career in these areas once qualified. An expert reference group of placement providers and the university has been established to monitor and review progress.

The value of nursing students with primary care, community and social care is widely recognised. This innovative approach focuses on pre-registration nursing students to experience nursing outside a hospital environment which is very much on the governments radar with the recent release of the Darzi Report. Nationally, there is an increased focus upon nursing in the community and together with the Darzi Report, Kings Fund 'bringing care closer to home', the NHS Long Term Workforce Plan, the recent Social Care Workforce strategy and the ongoing efforts by Queens Nursing Institute. This pathway is supporting the ambition to bring care closer to home and provide a sustainable workforce.

Delegate Learning Outcomes

- Becoming aware of the new initiative offering adult pre-registration nursing students an opportunity to experience nursing in social care, community care and primary care.
- Linking the national focus of bringing care closer to home with this initiative to develop a sustainable nursing workforce within these areas of nursing .

Recommended Reading Titles

Darzi, A., 2024. Independent investigation of the NHS in England. https://www.gov.uk/government/publications/independent-investigation-of-the-nhs-in-england

England, N.H.S., 2023. NHS long term workforce plan. NHS England, London.

Skills for Care., 2024. A Workforce Strategy for Adult Social Care in England. https://www.skillsforcare.org.uk/Workforce-Strategy/resources/Supporting-resources/A-Workforce-Strategy-for-Adult-Social-Care-in-England.pdf

Presenter biographies

Anna Taylor

Anna has been a qualified nurse for over 20 years and has spent most of her career specialising in tissue viability within the NHS as Clinical Lead for a community service whilst achieving an MSc in Wound Healing & Tissue Repair. Anna has also worked within Industry with the same clinical focus supporting the NHS and delivering tissue viability teaching across the East of England. Anna has recently joined ARU to oversee a new initiative - The Destination Pathway which is an opportunity for adult preregistration nursing students to experience nursing in areas including community, primary care and social care.

Mary Edmonds

Mary is the Deputy Dean for Practice Learning and Simulation at Anglia Ruskin University. Mary led a national simulation research project to investigate how simulated based learning transforms practice learning in pre-registration nursing. The project consisted of four phases: a systematic review, cross-sectional survey, in-depth case study and focus groups. The 'Simulation in Nursing Education: an evidence base for the future' was published in January 2024 in collaboration with the Council of Deans of Health.

Mary has delivered cardiac modules for post-registration nurses and was a pre-registration tutor for adult nursing students. In 2020, as Director of Practice, Mary worked in collaboration with practice partners to champion innovative practice learning experiences. Examples include hub and spoke placements, practice learning through simulation, a primary care digital placement, a student per shift approach and inter-professional placements with the Samaritans. Innovations which have received national and regional recognition.

Developing a pathway to support student nurses first choice career posts in community settings.

Tuesday, 1st April - 11:35: 4.3 Community nursing education - Oral - Abstract ID: 81

Ms. Julie Cooke (Oxford Brookes Univeristy), Mrs. Sarah Clarke (Oxford Brookes University)

Aim Of Paper

This poster aims to present an initiative to work alongside students and practice partners to dispel the myth that all registered nurses should have exposure to acute experience before venturing into community nursing roles. Entering its third year, the community pathway at Oxford Brookes in Swindon has seen transitions of third-year student nurses into roles they didn't think they'd be able to do for a few years after qualification.

Abstract

Community nurses form a pivotal part of both the National Health Service (NHS) and Private, Voluntary, and Independent (PVI) workforces in the United Kingdom. The projected increase in demand for care in the community as a result of an ageing and growing population with major health needs depends on recruiting and retaining more nurses in primary, community and mental health settings. However, despite the invaluable care provided by community nurses, very few nurses currently choose community or older person nursing as a first destination job on qualification. Research findings indicate that student nurses often perceive nursing in the community environment to be of lower status and complexity compared to nursing in more acute environments and many students report being advised to gain more acute experience before they can venture into community practice.

The Oxford Brookes community pathway in Swindon was developed as a research-informed education and practice development initiative. It considers relevant political, professional, social, cultural, psychological, ethical and legal, cognitive and biological influences and seeks to raise the profile of community and older adult nursing; whilst challenging ageist and discriminatory practices (Hill, 2018), promoting best practice and respecting a 'Healthy Ageing' approach (WHO, 2017). The pathway increases awareness and confidence among third-year student nurses to advance directly into community roles upon qualification.

The pathway offers three dedicated action learning sets where students in different community placements come together to share their experiences and increase awareness and confidence to advance directly into community roles upon qualification. Through inclusive education and practice, the opportunity to have all final year placement in the community settings supports the students to enter community nursing as a first-choice career post and preliminary evaluations of the pathway demonstrate that students are transitioning into practice community areas they otherwise wouldn't have thought possible.

Delegate Learning Outcomes

To advance the community nursing workforce through inclusive education and practice.

To share with colleagues the Oxford Brookes community pathway in Swindon.

To promote discussion to support similar initiatives to increase the profile of community nursing and increase community nursing as a first-choice career post among student nurses.

To develop potential collaborations across higher education institutions and placement partners to advance the initiative further.

To advance the community nursing workforce through inclusive education and practice.

Recommended Reading Titles

Age UK (2019) Later Life in the UK. London: Age UK: https://www.ageuk.org.uk/globalassets/age-uk/documents/reports-and-publications/later_life_uk_factsheet.pdf

Dalsmo, I., Brodtkorb, K., Laugaland, K., Slettebø, A., Ruberg Ekra, E. (2023) Learning in nursing home placement: A phenomenological study of student nurses' lived experience. J Clin Nurs. 2023;32:452–464. DOI: 10.1111/jocn.16262

Henshall, C., Jones, L., Armitage, C., Tomlinson, L. (2022) "Identifying the Top Ten Unanswered Questions in Community Nursing: A James Lind Alliance Priority Setting Partnership in Community Nursing", Advances in Public Health, vol. 2022, Article ID 2213945, 10 pages, 2022. https://doi.org/10.1155/2022/2213945

Presenter biographies
Julie Cooke
Julie Cooke is a Senior Lecurer in Adult Nursing at Oxford Brookes Univerity. Julie has research interests in developing the workforce to work in community settings and has just submitted her PhD thesis focussing on educators' experiences of supporting clinical placements in nursing homes. Along with Sarah Clarke, she is the co-founder of the Oxford Brookes Community Pathway in Swindon and is passionate about increasing the profile of community placements to enable more qualifying students to choose the community as a first choice career pathway. Julie is open to discussion and collaborations with like-minded nurse educators and trust partners and hopes to promote discussion among interested parties to develop new initiatives to tackle the shortage of community nurses in the UK.

4.4 Sustaining and developing the nursing workforce - from support workers to advanced practitioners

A service evaluation of a new self-verification approach to injectable therapy proficiency for Nurses and Midwives

Tuesday, 1st April - 10:35: 4.4 Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Oral - Abstract ID: 230

Mrs. Rachel Wright (Oxford University Hospitals NHS Trust), Ms. Claire Limrick (Oxford University Hospitals NHS Trust)

Aim Of Paper

This presentation reports on a service evaluation undertaken in a large NHS teaching Trust to explore staff and manager's experiences of using a new approach to the assessment of injectable therapy proficiencies. In 2020 a self-verification (SV) process was introduced for Nurses and Midwives following a fundamental review of clinical skills training and assessment. This innovative approach resulted in staff taking responsibility to self-assess and confirm their own proficiency against a standardised framework. This change was intended to reinforce accountability registered practitioners have about their clinical skills practice and designed to address some long-standing challenges with the previous system

Abstract

Background

Historically, staff needed to undergo an observed assessment of their practice to complete their injectable therapy proficiency. The introduction of a new self-verification process aimed to address longstanding concerns about the quality and delays associated with these formative assessments, as well as feedback from our staff. In 2020 fundamental changes were implemented, allowing registered practitioners to assess and confirm their own proficiency against a standardised framework. While supervision remains crucial for providing feedback and supporting skill development, the ultimate responsibility for signing off their clinical proficiency lies with the individual practitioners, on a learning management system (LMS).

Study

A service evaluation was conducted to assess the effectiveness of the new self-verification (SV) process for clinical skills. A mixed method approach was utilized, incorporating focus groups and electronic questionnaires targeting staff who completed the injectable therapy course over a 12-month period. In total 88 learners completed the survey, along with 27 responses from their managers. The collected data underwent thematic analysis to identify key insights and themes.

Findings

Ninety-three percent of staff reported positive experiences with the SV framework, highlighting the ease of use, increased confidence and the importance of supervised practice. Ninety percent indicated they were able to complete the SV when they felt ready, with an average confidence score 5.7 out of 6. While some practice-based and technical issues were noted, these seemed unrelated to the change in proficiency sign-off.

Managers also shared positive feedback, noting a beneficial impact on staff and clinical areas, as well as heightened accountability for practitioners. However, many managers expressed a lack of understanding regarding the SV process and their role in supporting staff.

Conclusion

This service evaluation has provided valuable insights from both staff and manager perspective, which will inform the educational support required for the future success of the self-verification process.

Delegate Learning Outcomes

- To understand how a self-verification process can be used to support proficiency development and confirmation for registered practitioners.

- To explore the experiences of staff and managers in using a self-verification process for confirmation of injectable therapy proficiencies.
- To explore the drivers and barriers encountered by an education team in the successful implementation of a self-verification approach to skill attainment.

Recommended Reading Titles

NMC (2018) Future nurse: Standards of proficiency for registered nurses. https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf. (Accessed 18.10.24)

Health education England (2019) RePAIR- Reducing Pre-registration Attrition and Improving Retention. www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention. (Accessed 18.10.24)

Presenter biographies

Rachel Wright

Rachel started her nursing career in London on a nephrology and transplant unit where she stayed to progress into the position of ward sister. After a brief time working within this specialism in Australia, she then re-located to Oxford in 2002 to take on the role as Renal Lecturer Practitioner. During this post, her passion for supporting learning and practice development activities developed while undertaking a Masters in Higher Professional Education. Since 2008 Rachel has been working as an Education Lead for Practice Development. During this time, she has led on Trust wide projects including preceptorship, clinical skills, clinical supervision and delivering academic modules. A passion to support and develop others has continued and in 2023 Rachel qualified as a Professional Nurse Advocate (2023). Rachel is a committee member for the UK Clinical Nurse Educator Network.

Claire Limrick

Claire is a registered nurse at Oxford University Hospitals Trust, working in the corporate Practice Development and Education Department as a clinical skills facilitator. Claire qualified with a BSc (Adult) Nursing from Oxford Brookes University and worked for 19 years in the Oxford Kidney Unit with various roles including Link Lecturer, and in 2009 completed her MSc in Higher Professional Education. Delivering both professional and formal education at level 6 and level 7, Claire is responsible for the planning, delivery, and evaluation of clinical skills training to nurses, midwives, nursing associates, allied health professionals, and health care support workers. Claire has been a member of NAMDET since 2019 and the UK Clinical Nurse Educator Network.

Designing and developing a One Stop Shop of education, learning and development resource. The RCN Education Strategy success story!

Tuesday, 1st April - 11:05: 4.4 Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Oral - Abstract ID: 140

Gill Coverdale (Royal College of Nursing)

Aim Of Paper

The aim of the presentation is to introduce RCN Learn and share with delegates the process of member engagement, design, development and delivery of this online CPD resource.

Abstract

The Royal College of Nursing (RCN) is the UK wide professional organisation and union. It has over half a million members - nurses, midwives, nursing support workers and students working together to advance our profession (www.rcn.org.uk/home).

In the UK there is significant variation in the quality and quantity of Continuing Professional Development (CPD) for the nursing and midwifery workforce. The Nursing and Midwifery Council (NMC) revalidation process includes the requirement to undertake CPD activity (Nursing and Midwifery Council, 2021). Activities which can be counted as CPD include education and learning activities, attending conferences, peer review activities, coaching and mentoring. For those who do not need to revalidate, there is still a need to remain up to date and knowledgeable to deliver safe and effective care.

Our members continually raise concerns about the challenges they encounter to access CPD and life long learning opportunities, which can pose risks for patient safety and staff morale. Lack of access to development opportunities can make it difficult to obtain a promotion or progress towards career goals (IPSOS Mori, 2019; NHS England, 2022; RCN, 2024).

The RCN met this challenge head on and have designed and developed a one stop shop of easy to access, up to date, evidence-based quality assured education and learning products and services – RCN Learn (www.rcnlearn@rcn.org.uk). This powerful resource was created as part of the RCN member led Education, Learning and Development Strategy (2021-2024).

RCN Learn offers easy access to online, virtual and face to face learning and education that members need to fulfil all their CPD requirements and support the delivery of safe and effective care, in one dedicated place.

This presentation will share with delegates the process of member engagement, design, development and delivery of this online resource that is available across the UK and beyond.

Delegate Learning Outcomes

The desirable outcomes are to:

1. Raise awareness of what RCN Learn is and how it is accessed
2. Raise awareness of the Portfolio's for registrants and others.
3. Show delegates how to access RCN Learn and seek help if there are issues with log in.
4. Invite delegates to provide feedback and ideas for future development.

Recommended Reading Titles

Royal College of Nursing Education, Learning and Development Strategy (2021-2024). RCN Education, Learning and Development Strategy (2021-2024). RCN&RCNi ELD Strategy 2021-2024

Presenter biographies

Gill Coverdale

Gill is the RCN UK Head of Professional Learning and Development and is highly passionate about nursing and the delivery of safe and effective, quality patient centred care. She is also determined that nurse education and CPD is recognised as vital to safe and effective care.

Previous to this role Gill was the RCN Professional Lead for Education (Quality Assurance) leading the UK wide organisation to strengthen the quality assurance of RCN Group education and learning resources via a transformational and organisation culture change.

Gill has a background in community care nursing and started her academic career delivering pre and post reg programmes in community and public health nursing. She has worked in regulation, education and policy development both nationally and internationally. She speaks has spoken widely at national and international conferences.

Understanding Nurses' Decision-Making in the Prevention of Pressure Ulcers at a Spinal Cord Injury Centre

Tuesday, 1st April - 11:35: 4.4 Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Oral - Abstract ID: 315

Mrs. Evangeline Martinez (Royal National Orthopaedic Hospital NHS Trust)

Aim Of Paper

Aim of the abstract:

- To highlight the underrepresented specialism of spinal cord injury nursing practices.
- To share the potential impact of education and role-modelling to streamline practice, aid in critical decision-making and improve the patient's inpatient rehabilitation journey which, in turn would lead to empower the patients in self-care skin management.

Abstract

Background

For patients with spinal cord injury (SCI), pressure ulcers (PrU) are a common complication[3] and has debilitating effects on the quality of life[4], often leading to costly recurrent hospitalisations and with outcomes heavily dependent on the patient's ability to comply with preventative education advice[8]. The cost of PrU to the NHS is £1.4 to £2.1 billion annually[1].

Nurses, through their decision-making in PrU prevention, influence the patient's rehabilitation activities significantly. However, research reveal differences in opinion among healthcare groups in the prevention of PrU even in the presence of guidelines[6,7]. There is limited research on the ward nurses' decision-making regarding prevention of PrU in SCI, though there are reports of disparity with their pragmatic approaches.

The study aims to explore what nurses at a Spinal Cord Injury Centre (SCIC) take into consideration when they decide to prevent PrUs among their patient group.

The aim of the study is to raise awareness of nursing practices and develop educational materials to streamline practice.

Methods

This is a descriptive-exploratory qualitative study, using semi-structured interviews of six ward nurses. Braun & Clarke's thematic analysis was used to treat data.

Findings and Conclusion

In assessing PrU risk, nurses utilise prescribed risk assessment tools, plus individually consider patients' functional status due to SCI. Disparity arises when PrUs are detected, which can trigger escalation to the Tissue Viability Nurses and doctors to act as pacifiers to achieve management and further prevention strategies.

Understanding of the impact of PrU on SCI patients, a trust relationship with patients, and genuine caring attitude are facilitators to prevention activities. Barriers include staff shortages, clinical workload and patient's non-concordance.

In a shift where experienced and novice nurses demonstrate varying levels of appreciation of PrU impact on SCI patients, and without a unifying structure of education and role-modelling, disparity can occur.

Delegate Learning Outcomes

Learning Outcomes

- Be able to explain the role of education as a unifying structure in streamlining nursing practices and the resulting impact on the patient's journey.

- Understand the impact of pressure ulcers in spinal cord injury by enumerating pragmatic strategies in the prevention of pressure ulcers.

Recommended Reading Titles

1. Bennett, G., et al. The cost of PrU in the UK (2004)
2. Consortium for Spinal Cord Injury Medicine (2014) PrU following SCI: a clinical practice guideline (2nd ed) Paralyzed Veterans of America
3. Guihan, M., et al. (2003) SCI care provider attitudes about PrU management. *The journal of spinal cord medicine*
4. Gupta N., et al. (2012) Comparing and contrasting knowledge of PrU assessment, prevention and management in people with SCI among nursing staff working in two hospitals. *Spinal Cord*
5. Kruger, E., et al. (2013) Comprehensive management of PrU in SCI: current concepts and future trends. *The journal of spinal cord medicine*

Presenter biographies

Evangeline Martinez

Evangeline Martinez is a Research Nurse and Research Assistant at the Royal National Orthopaedic Hospital NHS Trust (RNOHT), London Spinal Cord Injury Centre (LSCIC) and University College London (UCL). She has been involved with research in neuro-urology and spinal cord injury since 2021. She is currently undertaking Masters in Clinical Research Delivery from King's College London. Prior to research, her clinical experience spans 30 years undertaking different clinical roles such as staff nurse, theatre practitioner, ward sister and clinical nurse specialist mostly in the specialism of spinal cord injury. Evangeline is also one of the Professional Nurse Advocates (PNA) in the Trust, a role which supports and promotes mental health and well-being among nurses. Her passion and dedication in nursing research has led to her being one of the RCN's Rising Stars this year.

4.5 New approaches in preregistration nurse and nursing associate education

Student nurses as co-creators of curriculum design

Tuesday, 1st April - 10:35: 4.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 45

Dr. Bernie (Bernadette) Keenan (Birmingham City University), Dr. Catharine Jenkins (Birmingham City University), Mr. tom hawthorne (Birmingham City University), Ms. Hannah Mosley (Birmingham City University), Ms. elizabeth taylor (Birmingham City University), Ms. lily bowdler (Birmingham City University)

Aim Of Paper

This qualitative study is part of an action research project that emerged as a response to concerns regarding the transition from level 6 academic work to level 7.This study was one aspect of a project to directly incorporate the student 'voice' into curriculum design. Following student feedback additional bespoke teaching support sessions, extra learning resources, and study guides were provided for the undergraduate MSci groups in order to achieve a student focused approach to teaching. This work sought to further explore students views and refine responses accordingly. Student representatives participated as partners in this research.

Abstract

Method: This qualitative research study utilised anonymous confidential semi-structured interviews to gain the direct views of students undertaking the course. The results were coded using thematic content analysis of the transcribed data (Braun & Clarke 2006).

Results/Findings: 4 themes were identified: Lack of transparency, Emotions, The jump, and Support. The findings indicated areas that required additional adaptations and redesign to meet the perceived needs of students. These issues will be addressed in the on-going action research cycle of evaluation and change.

Discussion/Conclusion: The study exemplifies the involvement of students throughout the research process. Not just viewing student nurses, as merely the subjects of that research but facilitating their active involvement in the whole process, as advocated by Staley (2015) as the gold standard of service user involvement.

Delegate Learning Outcomes

To discuss the aims of an ongoing action research project to facilitate a cycle of innovation and change.

To inform practitioners about the findings of a qualitative study attached to that project.

To explore issues around service user/student involvement in research.

To offer a model for a more collaborative and inclusive process of curriculum design.

Recommended Reading Titles

- Braun, V., Clarke, V . (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, 3, pp. 77-101.
- Staley, K. (2015) 'Is it worth doing?' Measuring the impact of patient and public involvement in research. Research Involvement and Engagement. 1 (6).
- Chen, J., Brown, GTL. (2016) Tensions between knowledge transmission and student focussed teaching approaches to assessment purposes: helping students to improve through transmission. Teachers and teaching, theory and practice. Vol 22 (3), p350-367.

Presenter biographies

Bernie (Bernadette) Keenan

Bernie has extensive clinical experience as an adult nurse, specialising in the care of the acutely ill older person, and has developed a specialist expertise in the care of older people with dementia. In this field she has held the posts of Clinical nurse Manager, Clinical Nurse Specialist, and Senior Nurse for Elderly Services.

Bernie currently holds the post of Senior Lecturer at Birmingham City University where she has been the module lead for a number of postgraduate and undergraduate modules and programme lead for the Case Management of Term Conditions course. In addition she has held the post of Chair of the West Midlands Institute of Ageing & health, and as Nursing Lead on the Birmingham and Black Country Comprehensive local research Network. Currently she is editor of the journal 'Ageing & Health' and associate editor of the journal 'Evidence based nursing'.

Experts by Experience: co-producing clinical vignettes for use in mental health pre-registration clinical education

Tuesday, 1st April - 11:05: 4.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 142

Mrs. Kiera Huckerby (Birmingham and Solihull Mental Health Foundation Trust)

Aim Of Paper

To showcase the co-production process between experts by experience and a clinical education team in a mental health Trust. Furthermore, to recognise the validity of a service users voice throughout the student nurses' journey to demonstrate inclusive, holistic and recovery focused care in future practice. In addition, the paper endorses the importance of the student's voice, to advise placement providers of current issues affecting their learning opportunities.

Abstract

As a large mental health trust, we recognise the importance of embedding service users' experiences into the education of our future nurses. Through the co-development of a mock caseload, each with relevant and relatable vignettes and clinical questions, a service users voice is heard. The inclusion of services users in research and education is acknowledged in the literature Fawcett et al (2018) Kucher (2023).

Although research is limited around the effectiveness of service user led vignettes on clinical care delivery, it heavily supports the development of critical analysis, problem solving and reflection skills. The research of using clinical vignettes for pre-registration *mental health nurses* is more limited than other fields, however, research recognises the importance of vignettes linking theory to practice for safer clinical decision making.

Evaluation questionnaires measuring clinical competence and confidence of the students were circulated, to 3rd year students and clinical staff registered as practice assessors and supervisors. The findings demonstrated similar themes, providing reliable evidence to focus on in the newly created vignettes. Discussion with EBE's regarding their clinical experiences supported the findings of the evaluations, demonstrating the importance including the service user voice.

The vignettes were created to offer the student an opportunity to follow the realistic journey of a service user, during their clinical placements until the completion of their education programme. The vignettes and questions increase in complexity during each stage of the student nurses' progression. The vignettes create opportunities to practice critical analyses, critical thinking skills and reflective practice, concerning clinical decisions, preparing the student for future practice.

In the planning stages, EBE's emphasised the importance of the vignettes to include a service users' diagnosis, cultural, religious, spiritual, LGBTQIA+ values. This assists the student nurse to consider care holistically, rather than just a person's mental health diagnosis.

Delegate Learning Outcomes

Following on from this paper, the reader should appreciate the value of working with experts by experience within mental health and other health settings, to create valuable and relatable learning for others.

To convince placement providers to identify, innovative and inclusive ways of working with student nurses with a primary focus of holistic and recovery focused care.

To associate the value of vignettes as a resource that encompass the experiences of service users, to achieve transferable skills in clinical practice as the future nurse workforce.

Recommended Reading Titles

Fawcett, B, Fillingham, J, River, D, Smojkis, M & Ward, N 2018, *Service User and Carer Involvement in Health and*

Social Care: A Retrospective and Prospective Analysis. Palgrave, UK.

Lyttle, D, O'Donnell, D, Penney, S & Baxter, G 2019, Empowering students through student-led clinical vignettes. in RCN Nursing Education Forum National Conference 2019. Bristol.

Nataliia Kucher. (2023) TRAINING OF SOCIAL EDUCATORS FOR PROJECT ACTIVITIES IN POST-GRADUATE EDUCATION: PEDAGOGICAL CONDITIONS. Continuing Professional Education: Theory and Practice:3, pages 37-46.

Piryani RM, Piryani S. Clinical vignette-based interactive discussion sessions: feedback from residents. Adv Med Educ Pract. 2019;10:829-833. Published 2019 Sep 24. doi:10.2147/AMEP.S218157

Presenter biographies

Kiera Huckerby

I am an RMN working within a large mental health trust, supporting the placement education that student nurses' receive when they come for placement exposure in this trust. I have a passion to ensure the student nurse education is adaptable and relevant to the ever changing needs of the future nurse standards. I manage the clinical education team for pre registration nursing that implement and deliver the ATAPP programme within the trust.

The impact of the Problem-Based Learning (PBL) approach on enhancing nursing students' engagement in learning pharmacology.

Tuesday, 1st April - 11:35: 4.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 163

Dr. Shyla Richard (University of East London), Prof. Georgina Cox (University of East London)

Aim Of Paper

This is an Action Research enquiry to investigate the effectiveness of Problem-Based Learning (PBL) in enhancing nursing students' interest in learning pharmacology and improving learning outcomes.

Education seeks to bring about changes that help students adapt to their surroundings, with teaching guiding this process. Research highlights the need to improve nurses' pharmacological knowledge for safer patient care (Prabowo et al., 2020).

The study's objectives are:

1) to boost nursing students' engagement and interest in pharmacology

2) to deepen their understanding of medication management through PBL

3) to enhance patient safety by reducing medication errors.

Abstract

Medication management is becoming increasingly complex, and nurses bear the responsibility of administering medications safely, which involves prioritizing patient safety and minimizing drug errors. Insufficient knowledge among nurses regarding medication management has contributed to a rise in medication errors (Mardani et al., 2020). Therefore, there is a pressing need to implement effective teaching and learning strategies that equip student nurses with the necessary knowledge to prevent these errors (Preston et al., 2019). A Problem-Based Learning (PBL) approach is found as a suitable strategy, as it presents students with real problems to solve and encourages critical thinking in finding appropriate solutions (Alarcon and Prezotto, 2016).

This study employed a combination of lectures and the PBL approach for Level 5 Nursing Associate students. The students were divided into nine groups, each consisting of ten students, with designated Leaders and Scribes for every group. The Leader was responsible for organizing the schedule for discussions, while the Scribe documented the discussions based on the group's established learning objectives. Each group was assigned a specific system for their collaborative work and was tasked with discussing a Patient Scenario (Case Study) in coordination with the module leader.

Students were required to discuss potential medications that could be prescribed, the reasons for administering them for specific conditions, their mechanisms of action, the essential assessments needed before administration, the observations necessary after administering each drug, and the situations that would warrant escalation. They were guided to follow the PBL steps throughout the learning process, which involved: identifying key facts and concepts that required clarification based on the patient scenario, formulating learning objectives that required clarity, analyzing the problem through brainstorming, recognizing and addressing knowledge gaps, conducting self-study, engaging in group discussions, and finally presenting their findings to the class as per the schedule.

Delegate Learning Outcomes

After completing the module, a perception questionnaire was administered, and 30 students responded. The feedback on the PBL approach was highly positive. Specifically, 27 students found it effective for learning about drugs, and all reported increased interest in pharmacology. A student with additional learning needs significantly benefited, suggesting PBL's support for diverse learners. Despite a larger class size, the success rate im-

proved to 93%, up from 83% in the previous cohort. Successful students earned top grades, with a high of 98% and 65% average. These findings underscore the effectiveness of PBL in enhancing knowledge, engagement, and fostering inclusive education.

Recommended Reading Titles

1. Alarcon, M.F.S. & Prezotto, K.H. (2016). Evaluation of educational strategy grounded   on problem-based learning in nursing undergraduate education. *Rev Rene*, 17(2), 242-249.
2. Mardani, A., Griffiths, P. & Vaismoradi, M. (2020). The role of the nurse in managing medicines during transitional care: A systematic review. *Journal of Multidisciplinary Healthcare*, 13, 1347-1361.
3. Preston, P., & Leone-Sheehan, D. (2019). Nursing student perceptions of pharmacology education and safe medication administration: A qualitative study. *Nurse Education Today*, 74, 76-78.
4. Prabowo, M.A. (2020). Investigation of textbooks based on problem-based learning to enhance student outcomes in thematic learning. *International Journal of Educational Research Review*, 5(4), 373-379

Presenter biographies

Shyla Richard

Shyla is a Senior Lecturer at UEL. With over 28 years of experience in Nursing Education, she previously served as Principal of a prestigious Nursing Institution in India for 15 years, where she expanded the institution by securing affiliations for undergraduate and postgraduate Nursing programs. After completing her PhD in nursing in 2014, she became the Departmental Research Head, mentoring postgraduate students and PhD scholars, publishing numerous articles, Peer Reviewer and Chief Editor of an International Journal of
Nursing Research.

Georgina is an Associate Professor in Nursing at UEL and a first-generation Windrush descendant. With over 30 years in nursing and more than 20 years in higher education, she has led both pre-registration and post-registration courses. Georgie has held programme leadership roles with a focus on Physiology, Diabetes Practice, and Nurse Prescribing. She successfully piloted the Trainee Nursing Associates program and currently leads the Nursing Associates program at UEL

4.6 Integrating artificial intelligence in nurse education

Experiences of mental health practitioners in the use of Artificial Intelligence in clinical decision making in mental health, psychiatry, education, nursing research and health and social care globally : A systematic literature review

Tuesday, 1st April - 10:35: 4.6 Integrating artificial intelligence in nurse education - Oral - Abstract ID: 63

Mr. Samuel Ndoro (Pennine Care NHS Trust Foundation Trust)

Aim Of Paper

This systematic literature review aims to explore gaps in the existing literature regarding the experiences of mental health practitioners in utilising AI for clinical decision-making across aforementioned areas.

Abstract

Background: The integration of Artificial Intelligence (AI) in clinical decision-making is increasingly significant across various domains, including mental health, psychiatry, education, nursing research, and health and social care. Despite the growing presence of AI in these fields, there is a paucity of research focusing on the experiences of mental health practitioners using AI in clinical decision-making. This systematic literature review addresses this gap, examining existing studies to uncover insights and gaps in the literature.

Methodology: The review focuses on empirical mixed-methods studies and qualitative research to provide an in depth understanding of the topic.

Method: The selected studies were analysed using thematic analysis following the framework established by Thomas and Harden. This method enabled the identification of recurrent themes and patterns related to practitioners' experiences with AI in clinical decision-making.

Data Analysis: The thematic analysis revealed several key themes, including the perceived benefits and challenges of AI integration, ethical considerations, practitioner autonomy, and the impact on patient outcomes. Additionally, significant gaps were identified, particularly concerning the real-world applicability of AI and the practitioners' preparedness for its adoption.

Findings: The review highlights a need for more rigorous, practitioner-focused research that addresses the complexities and practicalities of AI in clinical settings. Existing studies often overlook the nuanced experiences of practitioners, particularly in underrepresented regions healthcare contexts.

Conclusion: The findings underscore the importance of further research to inform clinical practice, education, and policy development. The study's strengths lie in its comprehensive scope, though limitations include potential biases in study selection. Future research should focus on longitudinal studies and diverse geographic contexts to better understand the global implications of AI in mental health care.

Delegate Learning Outcomes

By engaging with this systematic literature review at RCN Education National conference Forum and Exibition 2025 participants will be able to:

- Critically evaluate the current literature on AI in clinical decision-making across various health and social care disciplines.
- Identify and analyse the key challenges and gaps in research concerning mental health practitioners' experiences with AI.
- Understand the implications of AI integration for clinical practice, education, and policy development in mental health and related fields.
- Formulate strategies for addressing identified gaps through future research and practical applications.

Recommended Reading Titles

Memarian, B., & Doleck, T. (2023). ChatGPT in education: Methods, potentials, and limitations. Computers in Human Behavior: Artificial Humans, 1(2). https://doi.org/10.1016/j.chbah.2023.100022

Rajpurkar, P., Chen, E., Banerjee, O., & Topol, E. J. (2022). AI in health and medicine. Nat Med, 28(1), 31-38. https://doi.org/10.1038/s41591-021-01614-0

Thornton, N., Tom Hardie, Horton, T., & Gerhold, M. (2024). Priorities for an AI in health care strategy T. H. Foundation. https://www.health.org.uk/

Zhang, D., Mishra, S., Brynjolfsson, E., Etchemendy, J., Ganguli, D., Grosz, B., Lyons, T., Manyika, J., Niebles, J. C., Sellitto, M., Shoham, Y., Clark, J., & Perrault, R. (2021). The AI Index 2021 Annual Report. http://creativecommons.org/licenses/by-nd/4.0/.

Presenter biographies

Samuel Ndoro

I am a mental health research nurse with 12 years of working in the field. I am pursuing my fifth year postgraduate Ph.D. in Mental Health at Lancaster University. In terms of my philosophical stance, my ontological and epistemological position aligns with the constructivist paradigm, rooted in the interpretive paradigm. However, I maintain a pragmatic approach, which allows me to flexibly integrate both the positivist paradigm for quantitative research and the interpretivist paradigm for qualitative research. This approach enables me to engage with diverse research perspectives and methodologies to contribute to the broader understanding of mental health issues. My interest in the use of Artificial Intelligence (AI) emerged from my constructivist ontological and epistemological stance, which emphasises the co-construction of knowledge within healthcare contexts. This perspective has driven me to explore how AI can influence both healthcare practitioners and patient care, fostering more personalised and effective healthcare interventions.

Human and machine: unveiling nursing students experiences with AI tools

Tuesday, 1st April - 11:05: 4.6 Integrating artificial intelligence in nurse education - Oral - Abstract ID: 119

Mrs. Shabana Ali *(Buckinghamshire New university)*

Aim Of Paper

To explore the lived experiences of third-year nursing students using Generative Artificial Intelligence (Gen AI) tools in their academic studies, with a focus on how these tools support academic activities, impact learning outcomes, and present ethical challenges within the context of academic regulations and NMC standards on integrity and honesty.

Abstract

Generative Artificial Intelligence (Gen AI), such as ChatGPT, has emerged as a transformative tool in higher education, particularly in nursing education (Michel-Villarreal et al., 2023). These innovative tools are increasingly being adopted by students to assist with academic writing, research synthesis, and critical thinking development (Topaz et al., 2024). However, the integration of AI raises ethical concerns, such as academic integrity, bias, and the potential for over-reliance on AI-generated content (RCN, 2021). Concerns also arise regarding plagiarism (or "ghosting") and adherence to academic regulations, as well as the NMC's standards on integrity and honesty.

This study explores the lived experiences of third-year nursing students who have used Gen AI tools in their academic work. Using purposive sampling, semi-structured interviews will gather qualitative data on how these tools are integrated into students' research processes and the challenges they encounter. Preliminary findings indicate that while Gen AI enhances learning through improved academic writing and critical thinking, ethical concerns such as plagiarism ("ghosting") and bias must be carefully managed in line with academic and professional standards.

This research will inform curriculum development by promoting responsible Gen AI use, ensuring students develop both digital literacy and an understanding of its ethical implications. Educators can leverage these findings to embed Gen AI within nursing education while upholding academic integrity and the professional standards of the NMC.

Delegate Learning Outcomes

1. To investigate how Gen AI tools are integrated into third-year nursing students' academic work.
2. To identify the benefits and challenges experienced by students using Gen AI tools.
3. To examine the ethical concerns related to Gen AI use, including issues of academic integrity, plagiarism ("ghosting"), bias, and adherence to academic regulations and NMC standards.
4. To provide recommendations for curriculum development that ensures the responsible use of Gen AI tools to supplement digital literacy and ethical decision-making in contemporary nurse education.

Recommended Reading Titles

Michel-Villarreal R, Vilalta Perdomo E, Salinas-Navarro DE, Thierry-Aguilera R, & Gerardou FS. (2023). Challenges and Opportunities of Generative AI for Higher Education as Explained by ChatGPT. *Education Sciences*, 13(9):856.

Royal College of Nursing (RCN). (2024). The evolution of AI in health care. Royal College of Nursing. Available at: https://www.rcn.org.uk/congress/congress-events/the-evolution-of-ai-in-health-care-2024.

Topaz M, Peltonen L-M, Michalowski M, Stiglic G, Ronquillo C, Pruinelli L, & Fukahori H. (2024). The ChatGPT Effect: Nursing Education and Generative Artificial Intelligence. *Journal of Nursing Education*, 0(0):1–4.

Presenter biographies

Shabana Ali

Shabana is a senior lecturer in adult nursing and has worked in both further and higher educational institutions. She holds a senior fellow in higher education.

Her specialist area of interests include teaching research and leadership to nursing students and apprentices. She has published teaching research to millennial nursing students, lateral thinking puzzles to encourage creative thinking and using murder mystery games for group reflection. She is currently researching 'the lived experiences of Third year Nursing Students using Generative Artificial Intelligence tools in their academic studies?'

Developing a Hypothetical GP Surgery to Deliver Scalable Community Simulated Virtual Placement: Harnessing Real Human Interaction, AI, and Data analytics for an Authentic and Immersive Experience

Tuesday, 1st April - 11:35: 4.6 Integrating artificial intelligence in nurse education - Oral - Abstract ID: 87

Mrs. Aby Mitchell (Kings College London), Mr. Behnam Jafari Salim (Kings College London)

Aim Of Paper

The aim of this paper is to evaluate the development, implementation, and impact of a virtual placement model for pre-registration nursing students, designed to address the growing demand for clinical placements in response to workforce shortages. By integrating simulation technologies, including AI, 360º simulations, and live simulated patients, the virtual placement aimed to enhance students' clinical competence, confidence, and technological literacy. The study assesses how this innovative approach provides a sustainable and scalable alternative to traditional placements, aligning with healthcare's digital transformation goals while preparing students for the evolving demands of modern healthcare systems.

Abstract

Background:

Expanding placement opportunities is a global priority to address workforce shortages and improve healthcare delivery. Sustainable workforce growth requires increasing the number of learners in healthcare professions, with clinical placements essential to education and training. To meet this demand, innovative solutions are needed. Regulatory bodies like the Nursing and Midwifery Council (NMC, 2023) now permit the integration of simulation into practice learning. Digital transformation in nursing education has enabled virtual placements, offering students a cost-effective and sustainable alternative to traditional placements, while enhancing confidence, knowledge retention, and clinical competence (Hill & Mitchell, 2024). This approach aligns with the vision of digitally advanced healthcare systems and proficiency standards in the Fourth Industrial Revolution.

Methods:

An iterative process was used to develop a virtual placement for pre-registration nursing students. The design included AI scenarios, 360º simulations, and live simulated patients. Stages involved a needs assessment, co-design with students and industry partners, and the creation of data metrics. The 4-week delivery engaged over 350 nursing students.

Results:

This virtual placement model integrated dynamic patient experiences and inter-professional interactions, helping students develop proficiencies for community nursing, technological literacy, and autonomy in managing diverse patient needs. It enhanced their understanding of primary care, teamwork, time management, documentation, referrals, and holistic assessments. The placement also fostered soft skills, providing real-time feedback and significantly boosting student confidence.

Conclusion:

Virtual placements mark a significant advancement in nursing education, addressing workforce development and digital transformation goals. This sustainable, scalable solution enhances education quality, preparing students for healthcare's evolving demands.

References

Hill, Barry, and AbyNot a Mitchell. "Virtual Placements in Nursing Education." *British journal of nursing (Mark Allen Publishing)* 33.12 (2024): 536–537.

Nursing and Midwifery Council (2023) Simulated practice learning Simulated practice learning - The Nursing

and Midwifery Council (nmc.org.uk)

Delegate Learning Outcomes

The learning outcomes for the virtual placement included:

- Demonstrate enhanced clinical competence by applying knowledge gained through simulated patient interactions.
- Confidently manage diverse patient needs, demonstrating improved decision-making, time management, and autonomy.
- Understand the roles and functions of multidisciplinary teams in primary care settings.
- Effectively document patient care using modern digital systems and models.
- Develop technological literacy by engaging with AI and 360° simulation tools.
- Conduct holistic patient assessments, make appropriate referrals, and collaborate with healthcare professionals.
- Improve soft skills, including communication, critical thinking, and teamwork, while receiving real-time feedback for continuous development.

Recommended Reading Titles

Not applicable

Presenter biographies

Aby Mitchell

Aby Mitchell is a Senior Lecturer in Nursing Education and Faculty Lead for Simulation at the Florence Nightingale Faculty of Nursing, Midwifery, and Palliative Care at King's College London. Her expertise spans primary care, public health, physical health in community mental health and the integration of simulation and immersive technologies in nursing education.

Aby's academic portfolio also includes publications on virtual reality in nurse education, the use of forum theatre in anti-bullying education, simulated ligature training, where immersive simulations help nursing students develop critical skills in managing suicide prevention and self-harm incidents, especially in mental health settings. and drama-based patient pathways to enhance student engagement and holistic care skills.

4.7 Symposium 2: Sustaining and developing the nursing workforce - from support workers to advanced practitioners

NICHE paper 1: Igniting Innovation across Workforce and System Levels

Tuesday, 1st April - 11:05: 4.7 Symposium 2: Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Symposium - Abstract ID: 40

Prof. Sally Hardy (University of East Anglia), Prof. Jonathan Webster (University of East Anglia)

Aim Of Paper

The Norfolk Initiative for Coastal and Rural Health Equalities (NICHE) Anchor Institute at the University of East Anglia (UEA) is a pioneering venture as one of six Higher Education Institutes (HEIs) in the East of England, in receipt of funding from NHS England's (East of England) Workforce, Training and Education (formerly Health Education England) to support Integrated Care System initiatives. The first of three papers of our symposium focuses on workforce optimisation, through igniting innovation across our local, national and international partners.

Abstract

Factors influencing workforce optimisation incorporates aspects of recruitment, retention, retainment and reform among health and care practitioners. Projects include investigating effective retention strategies, devising recruitment campaigns, exploring workforce reform and wellbeing initiatives. NICHE sponsored projects include the THRIVE Graduate Programme, Fellowship Grants, Embedded Scholarships, and Place-based Partnerships (referred to as 'Kintsugi[1]' Projects).

Activity is a mix of local and national evaluations, a digital recruitment campaign, over 20 pilot programmes to address workforce challenges, place-based initiatives, all showcasing a blend of qualitative and quantitative approaches. It is characterized by an open call for theme- or place-based proposals that leverage local insights and wisdoms to address a multitude of issues outlined in section 1.1 as comprehensively as possible.

Collaboration is a process and an outcome of Workforce Optimisation, marked by a comprehensive range of embedded expertise in workforce optimisation, deliberate or spontaneous formation of professional communities of practices targeting a wide range of services, developments of health and care practitioners, and betterment of service users as health care connected citizens.

Outcomes achieved are:

- development of new tools, approaches and/or practice driven knowledge advancements
- enhanced professional competence using the workplace as a rich environment of learning-to-learn (embedded research) abilities,
- capacity and capability enhancements, captured through reinforced sense of personal relevance and contribution to health and care,
- strengthened perception of the profession's impact to society, as social and human capital,
- readiness to develop and evidence new insights at micro level (i.e. help themselves, with improved confidence), at meso level (i.e. their effective team working) or at macro levels (i.e. organizational revised protocols and practices) to adapt with the changing landscape of health and social care at mega level (i.e. community and system level).

[1] Kintsugi refers to the Japanese art of melding pottery with precious metals, to form a unique and enhanced precious item.

Delegate Learning Outcomes

1: Understanding the role of Higher Education Institutes as Anchor Institutes within and across integrated care system architecture

2: Inspiring and exploring approaches to local innovations, through supportive infrastructure to maximise workforce capacity, capability and confidence to innovate

3: Exploring how collaboration across partnerships is a process for workplace optimisation that can form part of a retention and reform agenda

Recommended Reading Titles

Charles, A., Ewbank, L., Naylor, C., Walsh, N., & Murray, R. (2021). Developing place-based partnerships. The Foundations of Effective Integrated Care Systems. The King's Fund.

Segarra-Oña, M., Peiró-Signes, Á., & Verma, R. (2020). Fostering innovation through stakeholders' engagement at the healthcare industry: Tapping the right key. *Health Policy*, *124*(8), 895-901.

Wenger, E. (1998). Communities of Practice : Learning as a Social System. *Systems Thinker, 9(June 1998), 1–10.*

Presenter biographies

Sally Hardy

Sally is Director of the Norfolk Initiative for Coastal and rural Health Equalities, NICHE at the University of East Anglia, leading on workforce and system level transformation. Sally is a dual qualified nurse (RN and RMN), who has always kept close links with clinical practice, throughout her academic and professional career. Sally's research interests focus on understanding what factors contribute to sustainable workplace cultures that are effective and enable all to flourish. Her work has taken her overseas, engaging with other coastal, rural communities, to ignite, innovate and embed improvements at scale.

NICHE paper 2: Innovation through Therapeutic Optimisation (THEO project)

Tuesday, 1st April - 11:05: 4.7 Symposium 2: Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Symposium - Abstract ID: 41

Prof. Sally Hardy (University of East Anglia), Ms. Joanne Odell (University of East Anglia)

Aim Of Paper

NICHE has four workstreams, one of which is Therapeutic Optimisation, which is a multicentre study, using quasi experimental design piloted at two NHS Trust sites within the Integrated Care System. THEO uses a participatory action research approach to work alongside clinical teams to develop context-specific improvements to optimize therapeutic care. The aim is to enhance the therapeutic care environment (i.e. workplace culture) the care experience (for patients and their significant others), in order to achieve optimal integrated system-level outcomes. Oversight is being provided by Staffordshire University including patient outcome data, length of stay and leading on IRAS ethics approval.

Abstract

The THEO intervention means that there will be more senior registered nurses on the ward (compared to other wards in the hospital). The THEO intervention plan is based on the NHS's 'Reducing Length of Stay' Program and will use something called 'practice development' which will be split into four parts:

1. Effective clinical leaders: People who are in charge at the hospital will work together to make sure everyone feels good and can make decisions that help patients.
2. Better communication: Everyone will talk and work together to come up with new ideas to make the hospital better. This includes patients and staff working together.
3. Doing Things, the Best Way: Groups of staff will have a set of rules and ways of doing things that are safe and good for patients. The staff's happiness and wellbeing will also be taken care of.
4. Learning and Improving People: Will study and learn more about how to make hospitals even better. This will help everyone to get better at their jobs and give the best care possible.

The THEO intervention has been developed by The Norfolk Initiative for Coastal and rural Health Equalities (NICHE) which is hosted by the University of East Anglia and funded by NHS England. Researchers at Staffordshire University want to examine if using the THEO intervention improves the experiences of the patients, and the staff who work on these wards. This paper will be sharing the THEO intervention approach, looking at how facilitated practice development offers the chance for health care teams to learn together, shape and innovate their care delivery approach, and enhance team effectiveness, all for the benefit of workplace cultures of effectiveness, and the care experience for patients and their families.

Delegate Learning Outcomes

1: Identifying approaches to clinical research that address mixed methods through a collaborative protocol development
2: Enhancing the care experience through practice development and participatory action research approaches
3: Blending ontologies, to advance therapeutic optimised care, workplace cultures and workplace wellbeing

Recommended Reading Titles

Gardner, K., Blackman, D., & Buick, F. (2021). Co‑generated knowledge as a path for establishing research impact. *Australian Journal of Public Administration, 80*(3), 577-589.

Hardy, S., Clarke, S., Frei, I. A., Morley, C., Odell, J., White, C., & Wilson, V. (2021). A global manifesto for practice development: revisiting core principles. *International practice development in health and social care*, 99-117.

Webster J, Sanders K, Cardiff S, Manley K. (2022) 'Guiding Lights for effective workplace cultures': enhancing the care environment for staff and patients in older people's care settings. *Nursing Older People*. May 31;34(3):34-41. doi: 10.7748/nop.2022.e1377. Epub 2022 May 4. PMID: 35506341.

Presenter biographies
Sally Hardy
Sally is Director of the Norfolk Initiative for Coastal and rural Health Equalities, NICHE at the University of East Anglia, leading on workforce and system level transformation. Sally is a dual qualified nurse (RN and RMN), who has always kept close links with clinical practice, throughout her academic and professional career. Sally's research interests focus on understanding what factors contribute to sustainable workplace cultures that are effective and enable all to flourish. Her work has taken her overseas, engaging with other coastal, rural communities, to ignite, innovate and embed improvements at scale.

NICHE paper 3: Embedding Innovation through Integrated Evaluation

Tuesday, 1st April - 11:05: 4.7 Symposium 2: Sustaining and developing the nursing workforce - from support workers to advanced practitioners - Symposium - Abstract ID: 42

Prof. Sally Hardy (University of East Anglia), Mr. Johnny Yuen (University of East Anglia), Prof. Jonathan Webster (University of East Anglia)

Aim Of Paper

Evaluating NICHE activities aims to capture, synthesize, and disseminate collective learning and experiences to further scale and sustain these as actionable insights across broader contexts. The outputs serves to inform an operational model for adapting and applying effective strategies that offer creative solutions to national, regional and global health and care challenges beyond its immediate geography. NICHE also aims to contribute to a critical global health challenges dialogue, enhancing understanding of rural and coastal health and care system requirements, by fostering an embedded knowledge exchange approach that transcends traditional boundaries and inspires transformative health and care advancements worldwide.

Abstract

The NICHE evaluation can be considered as a programme of complex intervention from which to systematically analyse and understand how, and/or whether, the NICHE Anchor Institute works, for whom and in what context. Questioning how (across all the workstreams) to investigate the intricate web of activity taking place influenced by the NICHE Anchor Institute, this critical evaluation is structured around three conceptual phases, each integral to understanding the dynamics and outcomes of this complex intervention. Using realistic evaluation approach provides a programme theory of change that capture both process and impact associated with NICHE activity. Our final paper of the symposium will engage the audience in some interactive and creative evaluation methodologies used within the NICHE projects to further ignite, innovate and embed improvements that can really make a difference to our workplace settings, whether clinical, educational, academic or practice orientated.

As health and care practices, particularly newly developed ones, become intricately woven into their distinct contexts, securing their sustainability and resilience requires meticulous examination of the impact amidst varied dynamics and evolving circumstances of the context within which they are being implemented, tested and embedded.

This involves a thorough assessment of programme theories on different types of NICHE funded projects' ability to withstand various challenges (such as shortage of staff or funding), adapt to changing circumstances (such as organizational restructure, political reform), and continue delivering intended outcomes in the long run.

Delegate Learning Outcomes

1: Understanding theory driven evaluation approaches to complex interventions

2: Shared learning of creative methodologies to evaluation

3: Collating multiple forms of evidence in the co-construction of Impact and Outcomes

Recommended Reading Titles

Best, A., Greenhalgh, T., Lewis, S., Saul, J. E., Carroll, S., & Bitz, J. (2012). Large-system transformation in health care: A realist review. In Milbank Quarterly (Vol. 90, Issue 3, pp. 421–456). https://doi.org/10.1111/j.1468-0009.2012.00670.x

Hardy, S., Wilson, V., & Brown, B. (2011). Exploring the utility of a 'PRAXIS' evaluation framework in capturing transformation: a tool for all seasons?. *International Practice Development Journal, 1*(2).

Pawson, R., & Tilley, N. (1997). Realistic Evaluation. SAGE.

Verhage, M., Lindenberg, J., Bussemaker, M., & Abma, T. A. (2024). The promises of inclusive research methodologies: Relational design and praxis. *International Journal of Qualitative Method*

Presenter biographies

Sally Hardy

Sally is Director of the Norfolk Initiative for Coastal and rural Health Equalities, NICHE at the University of East Anglia, leading on workforce and system level transformation. Sally is a dual qualified nurse (RN and RMN), who has always kept close links with clinical practice, throughout her academic and professional career. Sally's research interests focus on understanding what factors contribute to sustainable workplace cultures that are effective and enable all to flourish. Her work has taken her overseas, engaging with other coastal, rural communities, to ignite, innovate and embed improvements at scale.

5.1 Simulation based learning

The Tower. The Gamification of Simulation

Tuesday, 1st April - 14:55: 5.1 Simulation based learning - Oral - Abstract ID: 209

Mr. Kelvin McMillan (University of Birmingham), *Ms. Hannah Nicholls* (University of Birmingham), *Dr. Tracey Valler* (University of Birmingham)

Aim Of Paper

The use of gamification offers an alternative method of simulation by allowing students to explore clinical scenarios that promotes problem-solving, the acquisition of clinical skills, and holistic approaches to clinical decision-making by combining theoretical and practical learning in a fun way. This helps increase students' confidence, competence, and self-efficacy without realisation of this during game immersion. The immersive and safe nature of 'game-playing' in an altered reality enables students from mixed fields, backgrounds, and abilities to explore authentic clinical scenarios, with increased motivation and participation, improving both inclusion and knowledge.

Abstract

Simulation is utilised within nursing education due to its application of theoretical and clinical skills teaching in authentic learning environments. However, simulations can drive anxiety, especially if students feel that they must "perform" in front of peers or if scenarios differ from expectations. While this anxiety may fuel further learning, it can also hinder performance through students feeling overwhelmed. A solution was trialed to introduce nursing students to simulation by using alternate reality game design.

The Tower is an alternate reality game designed to enhance clinical decision-making and teamwork through simulation. First-year nursing students work in teams to rescue a high-profile hostage from the Tower Corporation. The game features four challenges that test essential skills: nursing assessment, communication, medicine management, and managing patient deterioration. Teams earn gems for successfully completing these challenges, before facing the final challenge, "The Tower Judgement." The number of gems collected determine the amount of time teams have during this final challenge, making every decision crucial to their success.

Key findings from evaluations include the sense of enjoyment despite the challenging nature of the activities provided within the game, and a collaborative method of problem solving. By incorporating alternate reality game design, nursing students were more willing to immerse themselves into the activities, increasing opportunities to retain key information. Furthermore, our findings showed reduced anxiety, increased levels of participation and social interaction with peers which benefits teamwork. Facilitators observed nursing students positively reacting to activities by displaying signs of competitiveness and peer encouragement with all nursing students stating they wanted to repeat the activity in later stages of their nursing programme.

This altered reality game encourages effective team-building and high-quality communication as essential components in its successful completion. There is then scope for students to apply these skills in the clinical environment within placement and beyond.

Delegate Learning Outcomes

1. Provide information relating to the use of immersive approaches to teaching and learning through alternate reality games.
2. To showcase findings from participation in the Tower, which include students' perceptions of the game as a competitive, effective, enjoyable and fast-paced methodology, which aims to prepare them for practice and clinical situations.
3. Analyse the development of skills from implementing "the Tower", including team building and communication in a safe learning environment.

4. Demonstrate future plans for further development of this methodology and increasing complexity of learning within pre-registration curricula.

Recommended Reading Titles

N/A

Presenter biographies

Kelvin McMillan

Kelvin is an assistant professor in children's nursing at the University of Birmingham. He teaches across the pre-registration and post-registration nursing programmes at the university, contributing to bioscience teaching, clinical skills, fundamentals in children's nursing and clinical management of acute and chronic conditions. Kelvin has a keen interest in teaching innovation within nurse education, exploring how game design can enhance learning within pre-registration nursing education. Kelvin is currently a PhD student exploring the long term impact of alternate reality game design on bioscience learning within pre-registration nurse education. Kelvin was nominated for Educator of the Year at the Student Nursing Times Awards in 2021 for his innovative teaching practice.

Hannah Nicholls

Hannah is an Assistant Professor in Adult Nursing at the University of Birmingham. She teaches across all pre-registration nursing courses at the university, and contributes to teaching in clinical skills, and acute, urgent, and complex care, as well as delivering teaching in the fundamentals of nursing. Hannah's clinical background is in intensive care, having completed her critical care course and specialising in general, trauma and burns ITU nursing. She has a particular interest in bereavement care, in addition to incorporating enhanced technologies into nursing education through the use of simulation.

Tracey Valler

Dr Tracey Valler is a senior lecturer in Child Health within the Institute of Clinical Sciences. She has a keen interest in teaching clinical skills and simulation.

Development & Implementation of a cross disciplinary immersive real-time simulation event for final year undergraduate healthcare students

Tuesday, 1st April - 15:25: 5.1 Simulation based learning - Oral - Abstract ID: 184

Mrs. Lisa Dennis (University of Surrey), _Ms. Lauren Sirey_ (University of Surrey), _Mrs. Kim Lucini_ (University of Surrey), _Mrs. Annette Davies_ (University of Surrey)

Aim Of Paper

This presentation aims to outline the scope of integrating cross disciplinary learning into the immersive real-time simulation event at the University of Surrey. It highlights a multi-dimensional approach to learning, where various specialties collaborate to create a rich learning environment that enhances digital literacy and provides students with broad, hands-on experience in a real-time clinical simulation, fostering professional development, reflective practice and a positive student experience.

Abstract

Simulated scenarios have been shown to be important for the development of complex clinical skills in the university setting for student nurses in their final year of study (Koukourikos _et al_, 2021). To enhance this, digital technology such as electronic patient record (EPR) systems and high-fidelity manikins are utilised to ensure real-time experiences are representative, reflecting realistic clinical practice, alongside enhancing student's digital literacy (Hardenburg, Rana and Tori, 2019). Further, in their integrative review of interprofessional learning and simulation, Granheim, Shaw and Mansah (2018) identified collaboration, communication and understanding of roles as key themes.

The technological advances within healthcare continue to grow, concurrently higher educational institutions are providing technological innovation in nursing education with a focus on immersive real-time simulation (Tiffany & Hoglund, 2016).

Having led field specific real time simulation events previously, the simulation representatives for Adult; Mental Health and Children & Young People's nursing within the University of Surrey School of Health Sciences, aspired to working in a more interprofessional environment. As part of the new 2021 curriculum, incorporating one-health and interprofessional identities, this was considered an ideal opportunity to develop interprofessional integration in simulation within the curricula design further; thus enhancing the student experience, building their confidence whilst reducing the perceived theory practice gap. Utilising feedback from the students following the event enables the team to explore the benefits of this cross disciplinary approach, further enhancing the student experience and facilitating successful completion of their programme.

In designing the immersive real-time simulated hospital event, the university collaborated closely with the developers of SimEPR. This system helps students build their knowledge and skills in technology and an EPR system, which also saves facilitators time in scenario development and replication. This collaboration created valuable learning opportunities and promoted reflective practice within the classroom.

Delegate Learning Outcomes

By the end of this session, delegates should:

- Understand the benefits of cross disciplinary real-time immersive simulation as part of the undergraduate programmes for nursing and other healthcare professionals.

- Gain insight into the impact of the student nurse experience following this event and it's application to future practice.

- Understand the role and integration of a simulated electronic patient record system to further enhance and develop student's professional practice.

- Gain insight into the design of this large scale immersive real-time simulated hospital event and the integration of actors and various fidelity manikins, ensuring rich and diverse learning opportunities for students.

Recommended Reading Titles

- Davies, H., Sundin, D., Robinson, S. & Jacob, E. (2021) 'Does participation in extended immersive ward-based simulation improve the preparedness of undergraduate bachelor's degree nursing students to be ready for clinical practice as a registered nurse? An integrative literature review' in *Journal of Clinical* Nursing 30 (19-20) pg. 2897-2911doi:10.1111/jocn.15796

- Rotherford-Hemming, T. & Alfes, C. (2017) 'The Use of Hospital-Based Simulation in Nursing Education—A Systematic Review' in *Clinical Simulation in Nursing*' 13 (2) pg 78-89 doi: 10.1016/j.ecns.2016.12.007

Presenter biographies

Lisa Dennis

Lisa is a lecturer in Children & Young People's (CYP) nursing at University of Surrey. Prior to this, Lisa gained her PG Certificate in Education as a clinical practice educator developing knowledge and skills in facilitating learning through simulation within the paediatric department in a district general hospital, Lisa has over 20years nursing experience, holding a BSc (Hons) in Health & Education Studies, a DipHE in Adult nursing and a Diploma in CYP nursing. Lisa is also an Advanced Paediatric Life Support (APLS) instructor, supporting student knowledge and competence in Life Support in readiness for clinical practice.

Since joining the team in 2020, Lisa has led on the final year CYP real-time simulation event and was keen to develop cross disciplinary working from the outset. Developing this event, using positive student feedback has been a valuable learning opportunity in itself and one which Lisa hopes will continue to evolve.

Lauren Sirey

Lauren is a Mental Health Nursing lecturer at the University of Surrey, where she is Simulation Lead for the Mental Health Nursing faculty. Lauren holds a BSc in Psychology, a DipHE in Mental Health Nursing, and an MA in Education for Clinical Contexts.

Lauren has 14years nursing experience in acute mental health care in roles including Charge Nurse, Duty Senior Nurse, and Practice Development Nurse. Before joining the University in 2023, Lauren worked as Learning and Development Advisor at South London & Maudsley NHS Foundation Trust where she taught basic and immediate life support as an RCUK instructor. Lauren co-designed, co-delivered and evaluated an innovative training programme aimed at reducing restraint and restrictive practices. Since joining the University, Lauren has played a key role in developing the final year real-time simulation event from a mental health perspective, an initiative that has been highly praised by students, staff, and external stakeholders.

Kim Lucini

Kim is a Lecturer in Adult Nursing and third year lead, also teaches across all undergraduate years.

Kim began working clinically on a respiratory ward in the acute care setting caring for high dependency patients on BiPAP whilst being nurse in charge. Following on from this she began her career in the emergency department in Cambridge. After returning to Surrey in 2019 to continue working in the A&E department the COVID-19 pandemic had begun. Kim supported staff, students and military personnel throughout the pandemic and as the resus lead would facilitate training to use the BiPAP machine. She joined the University of Surrey in 2022, following the interest in research and this lead to a passion in simulation looking at how best we can support students.

Annette Davies

Annette is the Adult nursing field lead with many years' experience as a lecturer at University of Surrey and lecturer practitioner with Kings College London before that. Before moving into education, Annette worked as ward manager, with a particular interest in nephrology. She has been part of the Acute Kidney Injury NICE guideline working group. Annette was co-founding consultant editor of the Journal of Renal Nursing. Within her clinical role she has also helped to set up high dependency and intensive care beds.

Annette is passionate about simulation within nursing education and has led on the adult real-time simulation event for several years, more recently join by Kim Lucini. Using her vast experience and feedback from students, to now work collaboratively with the cross disciplinary team to develop the final year real-time cross disciplinary simulation event.

5.2 Innovation in inclusive education

Nursing Impact on Global Conflict, Healthcare Advocacy, and World Peace

Tuesday, 1st April - 14:55: 5.2 Innovation in inclusive education - Oral - Abstract ID: 293

Dr. Christine Argenbright (James Madison University), Dr. Melody Eaton (James Madison University), Dr. Portia Jordan (Stellenbosch University), Dr. Michiko Moriyama (Hiroshima University), Dr. Mayumi Kako (Hiroshima University), Dr. Santel De Lange (Stellenbosch University), Dr. Marie-Louise Möllerberg (Malmö University)

Aim Of Paper

Our research aimed to engage nursing students and faculty in academic and applied inquiry regarding nursing's impact on global conflict by 1) Inspiring and equipping nursing students with the knowledge and confidence to actively contribute to conflict prevention, healthcare advocacy, and peace-building initiatives, 2) Encouraging critical reflection and self-awareness, nurturing a sense of professional responsibility and commitment to social justice within nursing, 3) Providing opportunities for intercultural dialogue, collaboration, and mutual understanding, fostering empathy and solidarity across national boundaries and 4) Empowering nursing students to become effective advocates for vulnerable populations and catalysts for positive change within their communities.

Abstract

Purpose- The call for global citizenship has never been more imperative as our world continues facing political and social unrest during every conflict. Education plays a crucial role in fostering a culture of peace and teaching future generations of nurses how vital global citizenship is for improving health and impacting health policy globally. In August 2024, an international immersive experiential workshop was delivered in Japan, with students from Bangladesh, Cambodia, China, Egypt, Nigeria, Japan, South Africa, Sweden, and the United States attending the workshop. Research questions: 1) How do international nursing students perceive the impact of knowledge, skills, and confidence on conflict prevention, healthcare advocacy, and peace-building? And 2) Can an international nursing workshop provide insight into cultivating ideas of peaceful resolutions after conflict and support healthcare advocacy?

Methods- Qualitative research aimed to explore the impact of a nine-day workshop on global citizenship and peace. Reflective questions included inquiries about the most impactful moments, challenges, and perceived applicability to nursing practice.

Results- Thematic data analysis revealed four central themes: The prominent theme was the relationship between nurses' involvement during conflict and their role in advocacy for human rights. The second theme was providing care for the physical and mental wounds of conflict victims. The third theme identified nurses as global citizens representing peaceful negotiations supporting all populations. Lastly, nurses' health and well-being must be ensured during conflict.

Conclusion- By advancing our educational practices and providing innovative educational experiences while crossing geographical boundaries, our future nurses will be equipped to advocate for human rights and provide care with appropriate resources to improve health and achieve health equity.

Policy Implications- This workshop prepared future nurses 1) as global citizens to advocate for health care, social justice, and conflict prevention and 2) with coordination, communication, and advocacy skills to prepare for global citizenship.

Delegate Learning Outcomes

1. Gain insight into nursing students' perception of the multifaceted role during global conflicts, recognizing their unique contributions to healthcare delivery in these challenging environments.

2. Identify and learn strategies for effective international workshop delivery on healthcare advocacy and global peace.

3. Examine how nursing students perceive their involvement with delivering interventions that can contribute to peacebuilding efforts in areas of global conflict.

4. Reflect on the importance of cultural competence and global citizenship in nursing, especially in diverse and high-stakes environments such as conflict, violence, and healthcare inequities.

Recommended Reading Titles

Not Applicable

Presenter biographies

Christine Argenbright

Dr. Argenbright leads the International Network of Universities Nursing Leadership Collaborative. The nursing collaborative supports global citizenship and initiatives impacting patient-centered care, health outcomes, and cross-cultural learning experiences to promote QSEN competencies, leadership skill development, and multicultural awareness. Her leadership influences the delivery of multicultural learning activities in person or virtual learning spaces to encourage self-reflection and leadership skill development. She successfully developed and led cross-cultural education experiences in Spain, Japan, and the British Overseas Territories. She is a recognized national and international nursing leader who is dedicated and committed to leading and collaborating with nursing leaders to educate students and nurses on the importance of patient-centered care, culturally competent care, and leadership. The outcomes of her work at the international level regarding nursing students' responses to multicultural experiences significantly enhance students' acceptance of inclusivity and awareness of global citizenship. Dr. Argenbright received her PhD from the University of Arizona.

Creative reflection, poetry and nursing: how creative writing can support our future registered nurses

Tuesday, 1st April - 15:25: 5.2 Innovation in inclusive education - Oral - Abstract ID: 182

Mr. Christopher Seymour (Manchester Metropolitan University)

Aim Of Paper

To showcase the effectiveness of teaching creative reflection to undergrad nurses, as a means of increasing well-being, sense of belonging and developing skills in public speaking. The paper will describe the timeline of the author's experience of teaching in practice to pre-registration nurses in practice, and now teaching in the context of a higher education institute. With the same goals, with the same profoundly positive evaluations.

Abstract

The RePAIR report (2018) which focused on Reducing Pre-registration Attrition and Improving Retention (RePAIR), was based on national responses from 3,500 pre-registration nurses. It identified a range of factors affecting students remaining on their respective courses including their sense of belonging.

This interactive session will respond to these findings by demonstrating a series of exercises using poetry as a medium for students to find new ways of reflecting on their experiences in learning and clinical practice. This innovative work, introduced by performance poet and palliative care specialist Christopher Seymour showcases both story-telling and scenario-based learning and has been evaluated by hundreds of students with overwhelmingly positive feedback.

The desired effect of these workshops with students is to instil a sense of pride to be at an Higher Education Institute (HEI) which celebrates creativity amidst its clinical skills, celebrates nursing's diversity and our inclusivity as a profession.

Participants at this interactive presentation will be involved in exercises using poetry, encouraged to have discussions about creative learning linked to life limiting illness and reflect on leadership skills. The session will be open to anyone interested in the role of creativity in clinical practice and requires no previous experience.

Delegate Learning Outcomes

By the end of the presentation:

- Participants will be able to discuss the effectiveness of creative writing to increase well-being
- Participants will increased confidence in the efficacy of writing creative reflection for improving nursing practice
- Participants will have a working understanding of how poetry can be used for clinical scenario-based learning

Recommended Reading Titles

Aubrey, K. and Riley A. (2022) *Understanding and using educational theories.* Thousand Oaks: SAGE Publications. Available at: https://read.kortext.com/reader/epub/1888904?page=

Plevin, R (2017) *Connect with your Students: How to Build Positive Teacher- Student Relationships –The #1 Secret to Effective Classroom Management.* Amazon.com: Needs Focused Teaching/Life Raft Media Ltd.

Quinlan, K.M. (2016) How Emotion Matters in Four Key Relationships in Teaching and Learning in Higher Education. *College Teaching,* 64 (101-111).

Tempest, K. (2020) *On connection.* London: Faber.

Presenter biographies

Christopher Seymour

Christopher Seymour is a performance poet and Practice Based Learning Lecturer in Adult Nursing, with a background in Specialist Palliative care. He has facilitated poetry workshops for FdSc, BSc and MSc pre-registration Nursing students and has innovated the use of creative methods in interdisciplinary training contexts with a range of health professionals. He is currently involved in a number of collaborative research projects and has presented his work at conferences and in health settings. Most recently collaborating with the Manchester Poetry Library, facilitating his 'Break the Silence' workshops for both undergrad students and staff; with the aim to increase well-being, encourage connection through creativity and celebrate one another.

Presenting at the conference, the Practice Based Learning lecturers, will consist of registered nurses specialising in: adult nursing research, mental health, palliative/end of life care, district nursing and health visiting.

5.3 New approaches in practice learning

Practice learning experience: exploring the perspectives of students from diverse racial and cultural backgrounds

Tuesday, 1st April - 14:55: 5.3 New approaches in practice learning - Oral - Abstract ID: 64

Dr. Julia Petty (University of Hertfordshire), Dr. Echo Yeung (University of Hertfordshire), Dr. Godfrey Muchena (University of Hertfordshire), Dr. Carol Howson (University of Hertfordshire)

Aim Of Paper

To provide an overview of the findings of a study that explored the practice experiences of students from international, Black and/or Minority Ethnic [BME*] backgrounds, in the light of evidence that suggests they encounter more challenges than their white counterparts.

The study and presentation aims to add to the existing evidence on the above issue, as well as raise awareness of how to improve and enhance the experiences of our nursing and social work students in practice.

The presentation illustrates student-lecturer partnership by working with students as co-researchers, aiming to give examples of good practice in co-production and participatory research.

Abstract

Practice learning is a key and essential component of training for nursing and social work professionals. However, students from Black and Minority Ethnic (BME) backgrounds often face more challenges than their white counterparts in higher education (Tedam, 2014; Yeung et al, 2021; Williams et al, 2023; Norman et al, 2024). This study aimed to explore the practice learning experiences of children's nursing, mental health nursing, and social work students who self-identified as being from BME* backgrounds. Using a participatory research approach, nine students, three from each discipline, were recruited as co-researchers. Training was provided for them in data collection, data analysis, and dissemination of findings.

We organised focus groups, inviting students of BME backgrounds from the three disciplines to share their practice learning experiences. Six focus groups were conducted, each facilitated by two / three student co-researchers. Findings revealed that students encountered difficulties with practice staff accepting them into the team and they often felt unheard during their placements. Some perceived unequal treatment compared to their white peers, resulting in more limited learning opportunities. Students often adopted passive coping strategies such as remaining quiet, requesting to work night shifts, and prioritizing self-care. Providing training and support to practice assessors and supervisors may enhance their understanding of the specific, nuanced cultural and learning needs of students from BME backgrounds, the valuable contributions they can make during placements and importantly, equip them with the cultural competence needed to facilitate a positive student experience. Suggestions will be proposed for the development of a future cultural awareness toolkit to be developed in co-production with students and practice staff, to be used in placement settings and improve the experiences of our students. .

- Note: for the purpose of our study, we use the term 'BME' following discussion/agreement with our student co-researchers.

Delegate Learning Outcomes

By listening to this oral presentation, the delegate will...

- Gain insight into, and awareness of, the practice experiences of nursing and social work students from international, Black and minority ethnic [BME] backgrounds.
- Increase their understanding of the challenges experienced by BME and international students in practice placements.

- Be able to consider strategies to improve and enhance the learning experiences of BME and international students during placements.

Recommended Reading Titles

Norman, K., Weaver, S., & Perry, L. (2024). Facilitating international students' learning during placements: the experiences of practice assessors and practice supervisors. *Nursing Management,* 31(4).

Tedam, P. (2015). Enhancing the practice learning experiences of BME students: Strategies for practice education. *The Journal of Practice Teaching and Learning*, 13(2-3), 146 - 161.

Williams, E. D., Cox, A., Onih, J., Rolle, K., Adams, M. N., Caudle, H., & Maben, J. (2023). Melting the snowy white peaks: needs, expectations and experiences of black, Asian and minority ethnic student nurses to support equitable nursing education and career progression . *Nurse Education Today*, 128, 105897.

Presenter biographies

Julia Petty

Julia began her nursing career in paediatric and neonatal clinical practice and education at Great Ormond Street Hospital, London, UK. She then worked as Senior Lecturer at City University, London for 12 years leading the neonatal nursing education portfolio. She moved to the University of Hertfordshire in 2013 where her current role is Associate Professor (learning and teaching) and Senior Lecturer in child nursing. Her current research interests are varied within children's nursing and education. Julia has a wide publication history in a range of peer-reviewed journals and nursing books relating to her specialist area of childrens and neonatal nursing. Related to the current presentation and research activity, she is a member of a research team led by Dr Echo Yeung, focusing on the student experience, meeting the needs of students from diverse backgrounds and student-lecturer partnerships. She is presenting on behalf of Dr. Yeung and colleagues.

The WOW project: a collaborative approach to developing a novel practice learning experience for Registered Nurse Degree Apprentice (RNDA) (Child) students.

Tuesday, 1st April - 15:25: 5.3 New approaches in practice learning - Oral - Abstract ID: 146

Mrs. Lisa Ford (University of Brighton), Ms. Justina Ward (University of Brighton), Mrs. Emily Piper (University of Brighton), Mrs. Samantha Kavanagh (University of Brighton), Mrs. Kat Wilmore (University of Brighton), Mrs. Jo Jones (University of Brighton)

Aim Of Paper

To outline the implementation and evaluation of a new children's community placement initiative developed in partnership with RNDA students and service user families.

Abstract

The 'Welcome to Our World' (WOW) placement was developed in response to a deficit in local placement capacity and the need to develop more novel approaches to practice learning for undergraduate child nursing students. In addition, service user families employed by the university as part of the teaching team were keen to share their lived experience of caring for their child or young person with complex health needs and disabilities, with child nursing students.

RNDA students were linked with a family for an 8 week duration. Students visited the family weekly and completed self-directed learning activities which included a quality improvement project identified in partnership with the child and family. Student learning was indirectly supervised and assessed in accordance with the NMC SSSA Standards, and contributed towards student practice learning hours.

Feedback was gathered at the end of the placement, with findings revealing a very positive experience for both students and families. One student stated; 'it provided excellent opportunities to enhance my autonomous skills as well as work collaboratively with both other apprentices, with the family and young person being at the centre of this placement'. Families, children and young people appreciated the opportunity to open their world to nursing students, with one parent stating; 'I think that the student has gained a lot of knowledge from this placement, with a much wider understanding what it is like for families having children and young people with complex needs'.

This initiative demonstrates the positive impact of working collaboratively with students and service users to develop an innovative placement, which will create additional practice learning opportunities for child nursing students in the local area.

Delegate Learning Outcomes

- To determine how co-production with students and service users can create an innovative practice learning experience that can have a positive impact on student learning and service user experience.
- To develop an awareness of diverse placement models and indirect supervision of practice learning.
- To discuss how a similar placement model can be implemented in other health and social care organisations.

Recommended Reading Titles

Hay J, Knight KH, Arnold M, Donaghy-Binks P (2024). Broadening placement opportunities for nursing students through an indirect supervision model. BMC Nurs. Jul 18;23(1):491.

Hodge P et al (2021). Promoting community engagement in a pre-registration nursing programme: a qualitative study of student experiences. BJN. 30:20.

Knight KH et al (2022). The long-arm approach to placement supervision and assessment. BJN 31:4, 247–247.

Nursing and Midwifery Council (2023) Standards for Student Supervision and Assessment

Nursing and Midwifery Council. Supporting Information on Indirect Supervision. 2023. Retrieved from https://www.nmc.org.uk/standards/guidance/supporting-information-on-indirect-supervision/ (accessed 12th October 2024).

Presenter biographies

Lisa Ford

I am a registered adult nurse, children's nurse and children's community specialist practitioner. I have worked as a staff nurse on children's wards at Kings College Hospital in London and the Royal Alexandra Hospital in Brighton. I completed my BSc (Hons) Community Health Care in 2000 at Canterbury Christchurch University and then worked as a children's community specialist practitioner and children's diabetes specialist nurse in Brighton. In recent years, I have worked as a team leader and clinical educator in children's community and continuing care services, and the local children's hospice. I completed my post graduate teaching qualification in 2015 and joined the University of Brighton in 2017. I completed my MSc in Health and Education in 2020. I have an interest in children's long-term conditions, complex health needs and palliative care. I am passionate about educating the future children's nursing workforce.

Co-Designing Guidelines for Universal Design in Practice Learning: A collaborative approach to inclusive learning design with student partners

Tuesday, 1st April - 15:55: 5.3 New approaches in practice learning - Oral - Abstract ID: 330

Dr. John P Gilmore (University College Dublin), Dr. Freda Browne (University College Dublin)

Aim Of Paper

The paper aims to present the development process and outcomes of the Universal Design in Clinical Practice Learning guidelines, co-designed with nursing students, and to highlight how co-design contributes to inclusive, student-centred clinical education practices.

Abstract

Creating inclusive clinical learning environments is essential for nursing education, where students bring a range of abilities, backgrounds, and needs. This paper presents the process and outcomes of developing the Universal Design in Clinical Practice Learning Guidelines, part of University College Dublin's University for All Faculty Partnership Programme.

Rooted in the CAST international Universal Design for Learning (UDL) guidelines (2018), these are the first-ever guidelines tailored for universal design in a practice learning environment. UDL serves as a framework for inclusive learning by promoting multiple means of engagement, representation, and action, allowing all students to access and succeed in their learning.

The co-design process involved several key steps: (1) recruiting a diverse group of nursing students through an open application process; (2) conducting three four-hour workshops where students reviewed and adapted the CAST UDL guidelines specifically for clinical practice learning; (3) drafting initial guidelines based on workshop input; (4) circulating drafts for iterative feedback via email; and (5) finalising the guidelines with an expert review. To support practical application, a follow-up implementation workshop with practice educators was conducted to explore enablers and barriers to embedding these guidelines in clinical settings.

This approach demonstrates the impact of co-design in producing resources that are both academically robust and practically relevant. Engaging nursing students as co-designers ensured the guidelines reflect diverse student needs while fostering a sense of ownership, thereby enhancing their relevance and usability in real-world clinical environments. This paper provides valuable insights into developing inclusive, student-centred resources to support equitable learning in clinical practice.

Delegate Learning Outcomes

- Identify Universal Design for Learning (UDL) principles to create inclusive and accessible clinical practice learning environments that support diverse student needs.
- Consider enablers and barriers to implementing inclusive guidelines in clinical practice, developing strategies to address and overcome these challenges.
- Develop inclusive educational resources using co-design methodologies, leveraging collaborative approaches with students to enhance the relevance and inclusivity of clinical education practices

Recommended Reading Titles

Gilmore, J.P. (2023) 'Integrating Universal Design for Learning with an Enquiry-Based Learning Approach to Social Justice in Healthcare Education' in Padden, Elliot, Tonge and Hyland (eds) Learning from UDL Leaders: UCD University for All Faculty Partner Case Studies 298-311 Access and Lifelong Learning, University College Dublin

Gilmore, J.P., Halligan, P., & Browne, F. (2022), Pedagogy as social justice - Universal Design of Learning in nurse education. *Nurse education today*, 118, 105498 https://doi.org/10.1016/j.nedt.2022.105498

CAST, C. (2011), Universal design for learning guidelines version 2.2. Author Wakefield, MA. Available at https://udlguidelines.cast.org/

Presenter biographies

John P Gilmore

Dr John P Gilmore (he/they) is Assistant Professor and Head of Adult General Nursing at University College Dublin where his research and scholarly interest involve the integration of social justice praxis into healthcare and higher education. He is published widely in the fields of inclusion health, sexual and gender minority healthcare and inclusive teaching and learning. John is a UCD University for All Faculty Partner and also a Fulbright HRB Health Impact Scholar. John has held visiting positions at University of California San Francisco and Columbia University New York and is currently a Visiting Research Fellow at the University of Huddersfield.

5.4 Practice placements for pre-registration students

Exploring the perceptions of pre-registration nursing students undertaking an Assessed Simulated Practice Placement (ASPP). Is this a viable means of practice-based learning and assessment in the undergraduate nursing curriculum?

Tuesday, 1st April - 14:55: 5.4 Practice placements for pre-registration students - Oral - Abstract ID: 28

Mrs. Suzanne Robinson (University of Plymouth)

Aim Of Paper

The aim of this abstract is to explore the perceptions of pre-registration nursing students undertaking an innovative 9-week Assessed Simulated Practice Placement (ASPP) considering the values and challenges and its viability as a means of practice-based learning and assessment in the undergraduate nursing curriculum. It demonstrates how the introduction of ASPP can significantly enhance clinical competence and confidence in pre-registration nursing students'. Understanding their expectations and experiences is key to assessing its effectiveness in preparing them for the significant demands of the clinical practice environment and is key to building a competent and confident nursing workforce for the future.

Abstract

In recent years there has been a significant move to virtual learning platforms, bringing immersive simulation methods to the forefront of nurse education and with it, a growing interest in utilising structured extended periods of simulation as partial replacement for clinical placement (Bridge et al., 2022; Kiegaldie, 2023). The Assessed Simulated Practice Placement (ASPP) using a blended approach, aims to bridge the gap between theoretical knowledge and practical application, enabling pre-registration nursing students to develop competency in clinical decision-making skills and confidence in the care of patients in a safe environment. It is a fully assessed placement adhering to the NMC Standards for Student Supervision and Assessment (NMC 2023). The ASPP provides a maximum of 337.5 practice hours using a wide range of methodologies, resulting in a diverse, well-rounded, enhanced placement learning experience.

A mixed-methods study was undertaken to evaluate the impact of the ASPP as an innovative educational strategy within the pre-registration nursing curriculum. Analysis and synthesis of qualitative data from focus groups and quantitative data from pre- and post- ASPP questionnaires, the study investigates students' perceptions of confidence, skill development and overall learning experience.

Analysis of the pre-ASPP questionnaire highlighted an initial degree of student apprehension, with a significant shift in the post-ASPP questionnaire indicating that students found the placement both enjoyable and beneficial to their learning. The focus group discussions provided a deeper insight into the student experiences, emphasising the value of a supportive learning environment and practical skills training. Several recommendations have been made for future deliveries, including clearer communication and support for initial concerns; development of practical skills scenarios; and more inclusive timetabling. Overall, the data from both focus groups and questionnaires suggest that ASPP is effective in enhancing students' confidence and skills, demonstrating a positive impact on their growth and readiness for clinical practice.

Delegate Learning Outcomes

1. Identify the perceptions of year 1 and 2 pre-registration nursing students as to whether they perceive a measurable benefit to undertaking an Assessed Simulated Practice Placement compared to a traditional clinical placement.

1. To ascertain the viability of ASPP as a means of practice-based learning and assessment in the undergraduate nursing curriculum.

1. To formulate recommendations on future deliveries and wider dissemination of Assessed Simulated Practice Placements

Recommended Reading Titles

Bridge, P. et al. (2022) 'Simulated Placements as Partial Replacement of Clinical Training Time: A Delphi Consensus Study', Clinical Simulation in Nursing, 68, pp. 42–48. doi:10.1016/j.ecns.2022.04.009.

Kiegaldie, D., Shaw, Louise. (2023) 'Virtual reality simulation for nursing education: effectiveness and feasibility'. BMC nursing, 22 pp. 488-500.

Nursing & Midwifery Council (2023) Standards for student supervision and assessment. NMC https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-for-student-supervision-and-assessment.pdf. Accessed 13082024

Presenter biographies

Suzanne Robinson

Suzi qualified as a Registered Nurse in 1992, specialising in Emergency Nursing with a particular interest in Trauma Care. This led to 8 years as a Nursing Officer in the Armed Forces. Two Operational tours of Iraq and a year in Northern Ireland followed, with a final posting to the Academic Department of Military Emergency Medicine in 2008. After a period working as an Emergency Nurse Practitioner in a local Minor Injury Unit, Suzi took on the role of Lecturer at the University of Plymouth, gaining a Master's degree and subsequently taking on the role of Clinical Skills and Simulation Lead in 2018, in the School of Nursing and Midwifery. Her keen interest in clinical skills teaching has been key to the development of simulation technologies within the school, most notably the development of the Assessed Simulated Practice Placement, now fully embedded into the pre-registration nursing curriculum.

ViPER | Exploring Student Nurse Placements in Private, Independent, and Voluntary Organisations (PIVO): Unlocking Diverse Opportunities in Student Nurse Placement with The Royal College of Nursing

Tuesday, 1st April - 15:25: 5.4 Practice placements for pre-registration students - ViPER - Abstract ID: 253

Mrs. Michelle Raddings (Royal College of Nursing), Mrs. Leanne Hume (Royal College of Nursing), Mrs. Lorna Mayles (Royal College of Nursing), Ms. Sarah Dodsworth (Royal College of Nursing)

Aim Of Paper

This session aims to explore how Private, Independent and Voluntary Organisation (PIVO) settings can overcome barriers to becoming valuable placement areas for student nurses. By highlighting the practical benefits of PIVO placements, we'll uncover their potential to develop a wide range of diverse, essential skills in future nurses. Through engaging discussions, we'll examine how smaller, innovative pilot programmes may lead to significant changes in placement opportunities, driving transformation in nursing education. This session will inspire new approaches to placement design, emphasising the power of diverse learning environments to shape well-rounded, adaptable healthcare professionals.

Abstract

This session will present an innovative pilot initiative offering student nurse placements within the Royal College of Nursing (RCN), an innovative model that explores the potential of PIVO as placement environments. Current nursing education heavily relies on NHS-based placements; however, this project will broaden horizons by immersing students in the diverse roles of nursing within the RCN, providing invaluable exposure to policymaking, professional development, advocacy, professional activism, and leadership.

Our project aligns with contemporary issues such as the growing need for diverse, sustainable placement opportunities as the nursing workforce and health landscape evolve. It will also address the crucial topic of workforce sustainability by showcasing how placements in non-traditional settings can alleviate pressure on NHS placement sites.

This initiative emphasises equality, diversity, and inclusion by creating alternative pathways into the profession, welcoming students from various backgrounds and empowering them to experience the full spectrum of nursing. The project is being run as a 'proof of concept', with continuous feedback and evaluation ensuring quality assurance and evidence-based findings.

Attendees will learn how these placements not only provide a comprehensive educational experience but also help prepare the next generation of nurses for a wide range of diverse career opportunities, highlighting the value of alternative career pathways outside of the National Health Service. Learning outcomes include understanding the practical benefits of PIVO placements and their potential to foster diverse skills in future nurses. This session will demonstrate how creative solutions to nursing education challenges can add value to both the profession and patient care.

Delegate Learning Outcomes

- Identify barriers preventing PIVO settings from becoming a placement area and provide discussion opportunities for overcoming identified barriers.
- Discuss the practical benefits of a PIVO placement and its potential to foster diverse skills in future nurses.
- Generate discussion on how smaller pilots can create bigger changes and create wider opportunities.

Recommended Reading Titles

Royal College of Nursing (2023) *Placements: A student survival guide* Available at: Placements: A Student Survival Guide | RCN Magazines | Royal College of Nursing (Accessed 15th October 2024)

Royal College of Nursing (2024) *Practice Placements in Independent Health and Social Care Settings* Available at: Practice placements in Independent Health and Social Care settings | Royal College of Nursing (rcn.org.uk) (Accessed 15th October 2024).

Presenter biographies

Michelle Raddings

Michelle Raddings is Lead Nurse Independent Health & Social Care for the Yorkshire & the Humber Region at the Royal College of Nursing.

5.5 New approaches in preregistration nurse and nursing associate education

Supporting supernumerary status and protected learning time through a normative re-educative approach and a supportive non-compliance management process.

Tuesday, 1st April - 14:55: 5.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 318

Dr. Christine Sykes (Anglia Ruskin University)

Aim Of Paper

The aim of this presentation is to support an improved understanding of the concepts of supernumerary status and protected learning time within the context of the Standards for Student Supervision and Assessment (NMC, 2023) and processes to support compliance in practice. The aim is to provide new knowledge in regard to an innovative compliance reporting and management process, including monitoring and management of hotspots and trends/themes arising.

Abstract

Despite the introduction of the Standards for Student Supervision and Assessment by the Nursing and Midwifery Council in 2019 (refreshed NMC, 2023), learners and clinical staff (including practice supervisors and assessors) have struggled to embrace and fully understand concepts of supernumerary status and protected learning time. Explorations of these concepts identified that some learners did not necessarily even understand their entitlement to protected learning time and/or what both concepts meant for their student roles.

A working group with key stakeholders, including NHS England, Integrated Care Board and practice partner representatives was established to co-produce and co-develop resources for learners and practice staff, clarifying these concepts and their practical application. These were reviewed and refined with support from practice education staff and learners. The posters were linked via a QR code to a non-compliance reporting and management process, enabling education providers and practice providers to work together to explore and address issues arising, highlighting:

- learner experiences which breach supernumerary status or protected learning time requirements and whether or not these have been appropriately addressed to ensure future compliance.
- learner misunderstanding of the concept(s) and where no breach has occurred.

Where assurance is not sufficient around actions taken, this will continue to be addressed through our joint governance meetings with individual practice providers alongside management of any themes, trends and hotspots identified. Whilst this is a supportive approach, an escalation process is in place for persistent non-compliance including, where necessary, NMC exception reporting.

It is anticipated that this will lead to improved learner experience, improved supervision and assessment processes and more confident and competent registrants on qualification. It will also support clinical staff to advocate for students when there is a threat to the integrity of their supernumerary status or protected learning time.

Delegate Learning Outcomes

The intended learning outcomes are:

- To enable delegates to better understand and articulate what the concepts of supernumerary status and protected learning time are, including what this means in practical terms.
- To enable delegates to understand the importance of compliance in regard to their application through the Standards for Student Supervision and Assessment.

- To gain an understanding of the compliance reporting process developed and implemented and how this is governed.
- To gain an understanding of the need for good communication and engagement around new concepts and processes to ensure appropriate adoption and ownership.

Recommended Reading Titles

Nursing and Midwifery Council. 2023. Standards for student supervision and assessment. [pdf] Available at: https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-for-student-supervision-and-assessment.pdfsssa%20standards/> [Accessed 18 October 2024].

Presenter biographies

Christine Sykes

Chris Sykes is a registered general nurse, district nurse and lecturer practitioner by background with 26 years of clinical experience. For 15 years, Chris worked for Health Education England in various clinical and quality focused roles, leading on a number of regional workstreams, most latterly as regional Head of Quality and Commissioning for the East of England. Since 2023, Chris has been employed at Anglia Ruskin University, supporting a number of nursing and midwifery practice related workstreams and working at the interface between ARU and practice learning partners to support improvements to quality in education and training.

Nursing and midwifery students' lens: connecting theoretical knowledge with clinical practice: an interpretative phenomenological study

Tuesday, 1st April - 15:25: 5.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 166

Dr. Mynesha Sankar (London South Bank University / 103 Borough Road, London, SE1 0AA)

Aim Of Paper

To explore how final-year BSc nursing and midwifery students connect theoretical knowledge with clinical practice to enhance their learning and professional growth.

Abstract

Background: Connecting theoretical knowledge with clinical practice is the cornerstone of nursing and midwifery education. It provides students with the theoretical insight, clinical skills, critical thinking, and professional competence to care for patients effectively, safely, and compassionately (Lofgren et al., 2023; Montayre et al., 2021; McPherson and Wendler, 2020; Smith et al., 2016). These are key attributes of nurses and midwives and are essential for the advancement of the profession and health care.

Method: An Interpretative Phenomenological Analysis (IPA) approach. The study focused on the subjective experiences of nursing and midwifery students, rather than seeking objective truths.

Literature Search: The university's EBSCOhost database, Google Scholar, RCN library and Journal email alerts.

Sample: Pre-registration BSc nursing and midwifery students (*n=12*) of various genders, ages, and ethnicities in the final year of their education.

Setting: Participants were purposely selected from one inner London university.

Data Collection Tools: Semi-structured interviews.

Data Analysis: An inductive thematic approach was employed to analyse the data.

Findings revealed three themes:

1. Final-year nursing and midwifery demonstrated a tendency towards lower-level cognitive skills when connect theoretical knowledge with clinical practice.
2. Students experience challenges in integrating embodied knowledge into their clinical practice, leading to a sense of confusion. This arises from the perception that university teaching and clinical practice are separate entities with different objectives.
3. Demographic factors such as gender, age, and ethnicity also significantly influence students' learning and professional development

Implications for clinical practice: The inability to effectively link theoretical knowledge with clinical practice can impede students' development of critical thinking, problem-solving, and decision-making skills. This deficit may compromise their competence and confidence in clinical settings, directly influencing the quality of patient care and overall outcomes.

Delegate Learning Outcomes

1. Understand how theoretical knowledge in nursing and midwifery is connected to clinical practice.
2. Understand Interpretative Phenomenological Analysis (IPA) as a research methodology, focusing on the subjective experiences of nursing and midwifery students.
3. Discuss the challenges students face in integrating theoretical knowledge with clinical practice, and how these challenges impact professional development.

4. Gain a better understanding of how students' demographic characteristics such as gender, age, and ethnicity, influence their learning experiences and professional development.

5. Discuss the practical implications of failing to effectively link theoretical knowledge with clinical practice, in terms of critical thinking, decision-making, and patient care quality.

Recommended Reading Titles

Lofgren et al., (2023) The nursing process: A supportive model for nursing students' learning during clinical education-A qualitative study.

Montayre et al., (2021) Connecting the dots"–The transfer of bioscience knowledge by new graduate nurses to the clinical setting.

McPherson and Wendler, (2020) Safe clinical practice in pre□licensure nursing students: A concept analysis.

Smith et al., (2016) Reflections about experiences of compassionate care from award winning undergraduate nurses–What, so what... now what?

Presenter biographies

Mynesha Sankar

With extensive experience in nursing education and leadership, I bring expertise in Academic Leadership, Research, Teaching, Innovation, and Global Engagement. As a Senior Lecturer, I am dedicated to mentoring the next generation of nursing professionals, drawing from my roles as Acting Interim Head of Division, Course Director, and Acting Head of Division for Pre-Registration Education. My career includes presenting research at national and international conferences and a commitment to academic excellence. I am passionate about developing curricula that integrate theory and practice to enhance student learning. I actively promote global perspectives in nursing education, fostering international engagement. As Department Conciliator and member of the Academic Appeal Panel, I prioritise academic integrity, diversity, equity, and inclusion. I also serve as Athena Swan lead. My mission is to advance nursing education through research and innovation, preparing future professionals to succeed in a global healthcare environment.

A Qualitative Exploration of How Nurse Lecturers Determined Curriculum Content and Teaching Strategies, and How Their Knowledge of This Was Developed.

Tuesday, 1st April - 15:55: 5.5 New approaches in preregistration nurse and nursing associate education - Oral - Abstract ID: 320

Mrs. Sherrie Green (University of Essex)

Aim Of Paper

The aim is to highlight how little preparation for developing a curriculum and delivering the subject content to students is experienced, before starting a teaching post. Nationally recognised teaching programmes do not prepare a nurse for this major career change.

The aim of this study was also to make nurses aware of these issues, and a guide will be written for novice and prospective nurse lecturers, so they are aware of the pitfalls and can better prepare for this change in their working lives.

HEI's need to change practices if, they do not offer professional development to teaching staff.

Abstract

This study was carried out for a Professional Doctorate in Nursing. The purpose was to ascertain how nurse lecturers determined pre- registration adult and mental health nursing curricula, their subsequent teaching strategies, and how they developed their knowledge of curriculum development. Twelve participants from an academic nursing department in an English university, were selected to be interviewed using semi-structured interviews. Charmaz's constructivist grounded theory methodology was used to collect and analyse data, thereafter developing a theory.

Due to a large number of lecturers reaching retirement age, there is currently a huge shortfall in lecturing staff in universities in the UK and abroad. This is exacerbated by the increasing growth in student numbers, which in turn increases the pressure on provision.

Key findings showed that nearly all participants had not received any training or preparation for developing curricula, and this had led to many problems when attempting to write a module in the early stages of their careers. Nationally recognised educational programmes undertaken by these participants, had done little to develop their ability to write a curriculum. Working with senior colleagues during revalidation was very much relied upon, but this was problematic due to work schedules and staff shortages. All of the participants relied on their past clinical experience and own pre-registration learning when writing a module, and this was supported by other studies. Mentoring from senior and experienced staff was stated by many as a much-needed support system, in order to develop their skills further.

A theory was developed from this study with recommendations to prospective and novice lecturing staff, as well as to university nursing departments who need to provide professional development to their staff, regarding the development and delivery of a nursing programme, and how best to manage the negative issues that affect this work.

Delegate Learning Outcomes

- To understand the teaching role and the preparation necessary before embarking on this major career change, which requires more than a teaching programme.
- Encourage prospective teaching staff to find out at an interview what professional development is available at the HEI.
- Encourage staff to read the studies about this subject, together with the recommendations that have come out of this study for professional development programmes in HEI's.

Recommended Reading Titles

Not applicable

Presenter biographies

Sherrie Green

I started my professional doctorate while working as a lecturer at the University of Essex on the Pre-registration Adult and Mental health BSc and MSc nursing programmes. I had been aware of the difficulties I had faced at three universities of developing a curriculum, both as a module and programme lead. A formal education course had not prepared me for this career change and there were no professional development opportunities in the three HEI's where I worked. When speaking with colleagues and working a an external examiner around the country I realised that I was not alone in my experience. Therefore this was an ideal subject to study for my doctoral thesis, as there was very little written about this topic specifically.

5.6 Sustaining and developing the nursing workforce

The development of a 3 year Education Strategy and career pathway in Adult Critical Care Units

Tuesday, 1st April - 14:55: 5.6 Sustaining and developing the nursing workforce - Oral - Abstract ID: 74

Mrs. Alice Shaw (manchester university NHS foundation trust)

Aim Of Paper

To present the rationale for and development of, a 3-year Education Strategy in Adult Critical Care Units, at Manchester University NHS Foundation Trust. Within the strategy is the development of a career pathway for Bands 2 to 8c. The presentation will identify progress made since its development, considering benefits to the workforce in recruitment, retention, aligning to National standards, and a responsiveness to the changing needs of a dynamic workforce and speciality.

Abstract

Since the Covid-19 pandemic, there is increased pressure on upskilling and retaining high numbers of critical care nurses. The 3- year Education Strategy is responsive to the Trusts recent NHS Survey results (NHS, 2021) and key Critical Care guidance (CC3N, 2023, FICM & ICS, 2022). As a busy Trust with 8 Adult Critical care units, across 4 Hospital sites, the aim was to ensure learning opportunities were standardised and enhanced, to attract and retain the most skilled professionals to enable high quality patient care.

In its first year, there has been improvements across all areas of the strategy. This includes the appointment and development of additional educators in practice (including digital educators), increased critical care course compliance, increased development opportunities across all bands, the availability of training on managing violence and aggression in practice, education responsive to changes in services, higher utilisation of funding available, and wider representation at both local and National conferences. The education strategy continues in its second year, and progress remains.

As well as measurable improvements relating to the provision and standardisation of education, staff survey results relating to learning and development, have improved in all areas.

There is recognition that the strategy will need to remain fluid and adaptable to the ever changing technologies, workforce and services that are involved in the care of critically ill patients.

Delegate Learning Outcomes

- To introduce staff to the benefits of developing an Education Strategy.
- To present an example career pathway.
- To present some of the tools used to create an education strategy.
- To consider future developments.

Recommended Reading Titles

Critical Care Networks National Nurse Leads (2023) National Standard for Adult Critical Care Nurse Education (v3). Available [online] @ https://www.cc3n.org.uk/uploads/9/8/4/2/98425184/education_standards_final.pdf. Accessed 12th September 2024.

Faculty of Intensive Care Medicine and Intensive Care Society (2022) Guidelines for the Provision of Intensive Care Services V 2.1. Available [online] @ https://ficm.ac.uk/sites/ficm/files/documents/2022-07/GPICS%20V2.1%20%282%29.pdf. Accessed 12th September 2024.

National Health Service (2021) NHS Staff Survey 2021: Local Dashboards; Manchester University NHS Foundation Trust Available [online] @ NHS Staff Survey 2021 local dashboards | Tableau Public. Accessed 16th January 2021.

Presenter biographies

Alice Shaw

Since qualifying from the University of Birmingham in 2006, Alice has worked in busy Adult Critical Care units in Birmingham, London and Manchester. Alice entered clinical education in 2013, and is currently in post as the Education Matron on the Adult Critical Care Units at Manchester University NHS Foundation Trust. Alice is also an academic advisor on the Greater Manchester Critical Care skills Institutes, accredited Critical Care Course. Alice completed her Post Graduate Certificate in Clinical Education in London, and is in her final year of an MSc in Advanced Leadership for Professional Practice at the University of Manchester. Alice has presented work previously at National conferences, and co-authored a chapter on cardiovascular critical care in a critical care textbook for student nurses.

Developing a new education and development pathway for Healthcare Support Workers; one year on

Tuesday, 1st April - 15:25: 5.6 Sustaining and developing the nursing workforce - Oral - Abstract ID: 291

Mrs. Victoria Jones (Cambridge University Hospitals NHS Foundation Trust), _Mrs. Kath Langler_ (Cambridge University Hospitals NHS Foundation Trust), _Mr. Gary Parlett_ (Cambridge University Hospitals NHS Foundation Trust)

Aim Of Paper

To share our experiences of developing a new education and development pathway for Healthcare Support Workers.

To present evaluation data from the new Healthcare Support Worker education and development pathway

Abstract

During 2023, a decision was made that the Trust's current approach to HCSW education for new starters needed to be updated. The current approach to HSCW education had been in place for a number of years and a review identified that key areas such as timely completion of the Care Certificate and early HSCW career attrition were key areas that needed to be focused upon.

The review led to the development of a new education pathway for HCSWs which consists of three educational modules:

- Module 1 - Becoming a Healthcare Support Worker
- Module 2 - Developing Clinical Skills
- Module 3 - HCSW Ongoing Development

This paper will present the content of the modules and how collaborative work was undertaken with subject matter experts (SMEs) and colleagues from across the organisation thus ensuring that module content was reflective of current Trust priorities.

The new education pathway for HCSWs draws upon a blended approach to education moving away from a traditional 'classroom style' approach to learning and development. Alongside this, a new approach to exposure to working in a clinical setting was implemented. This new approach ensures that new HSCWs are appropriately and gradually socialised to working in their respective clinical areas in a controlled and supportive manner. The new education pathway for HCSWs was introduced in early 2024 and has received highly favorable feedback from both learners and managers in clinical areas. Themes and learning from participant evaluations will also be presented within this paper. Two particular areas of improvement have been noted: a reduction early career attrition and a significant improvement in the amount of time taken to complete the Care Certificate. Work is currently underway to develop Module 3 which focuses on the ongoing learning and development needs of HSCSWs across the organisation.

Delegate Learning Outcomes

- To understand the importance of adopting a co-creation approach when developing new education and development opportunities for HCSWs
- To demonstrate the impact that new approaches to HCSW education can have on Care Certificate compliance
- To demonstrate the power of new approaches in reducing attrition and improving HCSW experience

Recommended Reading Titles

Skills for Care (2022). *Care Certificate.* [online]
www.skillsforcare.org.uk. Available at:
https://www.skillsforcare.org.uk/Developing-your-workforce/Care-Certificate/Care-Certificate.aspx.

Presenter biographies

Gary Parlett

Gary is Head of Non-Medical Education at Cambridge University Hospitals NHS Foundation Trust (CUHFT) which is based on the Cambridge Biomedical Campus. As the Head of Non-Medical Education, Gary has overall strategic responsibility for the provision of non-medical education. Gary has worked in his current role at CUHFT for 3 years; prior to this worked in Higher Education for 16 years holding a number of senior roles including Director of Practice Education and Associate Professor. Gary is passionate about learner experience and how feedback from learners and educators can be used to enhance and develop learner and educator experience. Gary is also co-chair of the Cambridgeshire and Peterborough Integrated Care System System Education and Development Group.

Introducing a framework for remote supervision to support development of Trainee Advanced Practitioners (tAPs).

Tuesday, 1st April - 15:55: 5.6 Sustaining and developing the nursing workforce - Oral - Abstract ID: 190

Mrs. Jennifer Riley (NHS England (Midlands)), Mrs. Karen Swift (NHS England (South East)), Mr. Matthew Fowler (University Hospitals Derby and Burton (UHDB))

Aim Of Paper

The aim of this presentation is to showcase an innovative approach to the delivery of supervision for trainee advanced practitioners (tAP), working within Oncology. The project developed a framework for supervision delivered remotely by an experienced Consultant Practitioner (CP) working in the trainee's specialty; whilst it didn't exclude discussion of clinical cases the time was structured and the tAPs were encouraged to ensure all four pillars of practice were considered; as often neglected but imperative for the developing advanced practitioner in preparation for the transition into this level of practice.

Abstract

Effective supervision is instrumental in developing a safe and effective workforce, however, as disciplines increase learner numbers there is a risk of supervisory burden. This project looked to reduce this through provision of remote supervision sessions facilitated by an experienced CP, delivering supervision remotely, whilst meeting NHS England (NHSE) minimum standards (2022) for advanced practice supervision and assessment. Sessions occurred on a four-weekly basis, lasting sixty minutes, structured around the four pillars of practice (HEE 2017, RCN 2023). The CP as a skilled coach and facilitator would encourage the learner to consider wider aspects of advanced practice, focusing on the development of critical thinking and analytical skills, and provision of pastoral support. On conclusion of the session an action plan would be created providing a structure for unmet learning needs and framework for future sessions.

Pre-project evaluation questions focused on subjects outside of usual work-based supervision. Themes explored included the learners ability for critical reflection, self-development and well-being, as often neglected in practice. These themes will be utilised during ongoing evaluation of the project allowing reflection on the sessions ability to influence the tAPs growth and development.

The project has been hugely successful with tAPs remarking on the importance of self-development and the benefit of a credible supervisor with lived experience, areas often unmet as the focus is on the clinical pillar. They enjoyed the flexibility of meeting times and felt that despite being held remotely this didn't impact on the value of the meetings, an initial concern held by the project leads. The tAPs reported feeling more confident in their role and transitioning from novice to advanced practitioner across all pillars of practice.

An additional but not anticipated benefit has been for the CP, describing the privilege of delivering the sessions, and ability to build a stronger team relationship.

Delegate Learning Outcomes

1. Understand the benefit of a model of remote supervision in clinical practice.
2. Consider the benefit of advanced and consultant practitioners delivering supervision for the developing advanced practitioner.
3. Understand how this model may be implemented within practice.
4. Understand the benefits across sites, organisations and systems to support development of the advanced practice workforce, particularly within emerging areas of practice and sub speciality areas.

Recommended Reading Titles

Health Education England. (2017). *Multi-professional framework for advanced clinical practice in England.* https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework

Health Education England (2022). *Advanced practice workplace supervision Minimum standards for supervision.* London: Health Education England.

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.pdf accessed on 2nd October 2024

Royal College of Nursing (2024) Definition and Principles of Nursing [online] Available at Definition and Principles of Nursing | Royal College of Nursing (rcn.org.uk) accessed on 2nd October 2024

Presenter biographies

Jennifer Riley

Jen Riley is an experienced registered nurse who moved into advanced practice in 2011 working within acute medicine. She is currently Director for Advanced Practice at Sandwell and West Birmingham NHS Trust, a recent move following a long career at University Hospitals of Derby and Burton, originally joining the Trust as an HCA before completing her nurse training, and progressing to ACP and associate director for AP. In addition to her Trust role Jen also works within the Midlands Faculty for Advancing Practice as a training programme director in her speciality of acute care. This is a role she enjoys as she is passionate about delivery of a high quality training programme for those developing as APs, with supervision and assessment being a key aspect of this.

Authors Index

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