

TIMINGS	Healthcare Educators NET Conference 2026					TIMINGS
	Zoom link 1					
09:30 - 09:40	Welcome from the Committee					10-minutes
	Chair: Andrew Melling, University of Lancashire Keynote: Lisa McKenna, La Trobe University					
09:40 - 10:40						60-minutes
	Break					
10:40 - 10:55						15-minutes
	Themed session 1					
	Zoom link 1	Zoom link 2	Zoom link 3	Zoom link 4	Zoom link 5	
	Strand 1.1	Strand 1.2	Strand 1.3	Strand 1.4	Strand 1.5	
	Convenor: Christina Ebanks	Convenor: Donna Wynne	Convenor: Gayatri Nambiar-Greenwood	Convenor: Hoda Wassif	Convenor: Pat Mayers	
	1.1a Modernising the Healthcare curriculum in Higher Education in England to enable the NHS long term plan: A mixed methods study Dr John Downey, University of Plymouth	1.2a Action plan quality and standardisation: Implementing a digital action plan generator Ross Brawn and Lisa Seeberger, Royal Papworth Hospital	1.3a A health-promoting work environment to retain newly qualified Nurses: An innovative Nordic action-research project Professor Yvonne Hill, Nord University and Karin Belenius, Umeå University	1.4a From user stories to digital readiness: Co-creating assessment support services for Healthcare educators in the age of AI Dr Arash Hadadgar, Karolinska Institutet	1.5a Enhanced clinical practitioner urgent care in the community Katie Higgins, Manchester Metropolitan University	
10:55 - 12:35	1.1b Bookending curriculum: Strategic renaming and sequencing professional aspects courses from foundational knowledge to advocacy and lifelong learning Molly ORourke, Western University of Health Sciences	1.2b Raising the bar: Benchmark statements to enhance quality and equity in secondary care placements Dr Victoria Jones, University of East Anglia	1.3b From dislocation to professional identity: Sociocultural transitions and the journey to practice readiness Dr Benjamin Aljabe, Northumbria University	1.4b From escape room to digital game: Designing the future of clinical leadership education Sandra Warburton, The University of Sydney	1.5b Images and voices from clinical practice: Student nurses' lived experiences of leadership learning in clinical practice - A descriptive phenomenology study Emma Collins, Keele University School of Nursing & Midwifery	
	1.1c Developing practice-ready Veterinary graduates through a longitudinal quality improvement curriculum Samantha Fontaine and Dr Alison Reid, University of Glasgow	1.2c From student to practitioner: School-based placements as a workforce and professional identity innovation Dr Aparna Ramachandran, University of Lincoln	1.3c Supporting student transitions through alumni mentorship: Enhancing professional growth in Nursing education Dr Sherly George, Royal College of Surgeons in Ireland	1.4c "I thought it looked right": A framework for engineering critical AI awareness in Health Education Thanaporn Tunprasert, University of Brighton	1.5c An evaluation of the MHFA initiative at Royal Papworth Hospital Charlotte Nunes, Royal Papworth Hospital	
	1.1e Bringing the Home Visit into the Classroom: Using ThingLink to Teach Frailty, Falls Risk and Holistic Clinical Reasoning Chanceeth Chandrakanthan, Tripti Chakraborty and Jay Cameron, City St George's, University of London	1.2d Grow, stay, thrive: Building the future AHP workforce through care home placements Claire Hedley, NHS Forth Valley	1.3d Reconceptualising professional, academic and researcher identity in Nursing: Supporting educator transitions and workforce sustainability Joshua Nwambo, Liverpool John Moores University	1.4d Performance and consistency of artificial intelligence in United Kingdom medical licensing assessment style questions: A comparison including multi-modal questions between ChatGPT5, Claude Sonnet 4.5 and Grok Dr Maaz Malik and Dr Nadia Vryoni-Dickson, Hampshire Hospitals NHS Foundation Trust	1.5d Healthcare workforce preparedness to lead successful quality improvement: Being emotionally and cognitively ready Annette Chowtri-Williams, Maria Cozens, Joicy George, Paulette Ragan and Alyson Price, University of Roehampton	
		1.2e Enhancing Physiotherapy education through co-production: Reimagining non-patient facing placements Katarina Trumm, University College Birmingham	1.3e Building the future workforce: Developing integrated NHS and social care rotational posts for newly qualified nurses Sarah Kennedy, Wrightington, Wigan & Leigh NHS Trust	1.4e From knowing theory to living theory: The model of human occupation implementation framework and practice readiness Christopher Edge, University of Liverpool	1.5e Reframing leadership through global lenses: Developing cross-cultural leadership capability in an international Healthcare cohort Diane Reid and Sophie Taylor, Manchester Metropolitan University	
12:35 - 13:20	Lunch and poster viewing					45-minutes
	Zoom link 1					
13:20 - 14:20	Chair: Michelle Ellwood, University of Leeds Keynote: Arunangsu Chatterjee, University of Leeds					60-minutes
	Zoom link 1					
14:20 - 14:50	Chair: Jacqueline Leigh, Edge Hill University Poster Q&A					30-minutes
	P1 There is no right answer in Healthcare: Use of a no-win simulation to enhance Occupational Therapy pre-registration education Eleanor Champness and Dr Paul K Miller, University of Cumbria					
	P2 Investigating attitudes towards motivational interviewing amongst diabetes Healthcare professionals Dr Paras Shrestha, Dartford and Gravesham NHS Trust					
	P3 Who has time to turn the patient? Using student-led learning to enable Nursing professional voices in shaping future Healthcare Tajana Olejarova and Hayley Goulbourne, University of Lancashire					
	P4 What role does psychological safety play in the effectiveness of simulation based learning for undergraduate medical students? Dr Rasee Lawrence, Queen Mary University London					
	P5 Developing compassionate cancer professionals through lived experience Dr Grazyna Lipowska-Bhalla, University of Manchester					
	P6 An exploration of the motivational factors for CPD in Nursing academics at a UK HEI Nicole Pollock, Canterbury Christ Church University					
	P7 Nursing, Midwifery, and Allied Health Professional graduate induction programme: Fostering learning, support, and belonging in our new workforce Claire Hedley, NHS Forth Valley					
	P8 Shaking up student placements: Piloting a new model of practice placement delivery in MSK Physiotherapy, NHS Forth Valley Claire Hedley, Fiona Mackie and David Porter, NHS Forth Valley					
	P9 Preparing students for team-based Healthcare Bethan Davies-Jones, Bangor University					
	P10 Focused on the future: Strengthening orthoptic placements to nurture tomorrow's workforce Claire Hedley, NHS Forth Valley					
	P11 Clinical and post-simulation reflection using contemporary art Claire Louise Swindell, Shrewsbury & Telford NHS Trust					
	P12 Competencies: From analogue to digital Tegan Rees, Northampton General Hospital					
	P13 Evaluation of the QSL portal as a tool for organisational learning Dr Evie Dickman and Dr Aklak Choudhury, University Hospitals Derby and Burton NHS Foundation Trust					
	P15 The transition to motherhood: A qualitative study of new mothers' experiences of loneliness and associated challenges Martina Meyer-Osterlund, Abo Akademi University					
	P16 Professional identity, transition, and recognition: Experiences of internationally educated Nurses in the UK workforce Dawn Hunter and Evangeline Asidanya, University of Sunderland					
	P17 Exploring how student Nurse characteristics and circumstances shape practice placement experiences Lydia Hodgkins, Keele University					
	P18 Cultivating early career educators: Insights into challenges faced by junior doctors Dr Fadhullah Yusof, University of Melbourne					
	P20 Action plan quality and standardisation: Implementing a digital action plan generator Ross Brawn and Lisa Seeberger, Royal Papworth Hospital					
	P21 Preparing the future Healthcare workforce: Exploring student transitions, professional growth, and practice readiness Dr Sheetal Revankar, UK Management College					
14:50 - 15:05	Break					15-minutes
	Themed session 2					
	Zoom link 1	Zoom link 2	Zoom link 3	Zoom link 4	Zoom link 5	
	Strand 2.1	Strand 2.2	Strand 2.3	Strand 2.4	Strand 2.5	
	Convenor: Christina Ebanks	Convenor: Donna Wynne	Convenor: Gayatri Nambiar-Greenwood	Convenor: Hoda Wassif	Convenor: Pat Mayers	
	2.1a Bridging the digital divide: A service evaluation of student digital champions in Healthcare Dr Claire Stapleton, Keele University	2.2a Traversing transition points: Supporting final-year medical students to navigate ethical and professional dilemmas through simulation Dr Sherin Zacharia, Dr Georgia Hui, Dr Leah Bolchover, Dr Jasleen Biring and Dr Zara Ahmed, Lewisham and Greenwich NHS Trust	2.3a Fostering belonging and inclusion in health and social care Higher Education: A practitioner inquiry into inclusive teaching practices Mmesoma Precious Samuel, Fairfield School of Business	2.4a From support worker to registered professional: What supports practice-ready transitions in Allied Health Professional apprenticeships? Professor Ruth Strudwick, University of Suffolk	2.5a Building sustainable blood transfusion education through global partnerships David Chama and Dr Joseph Mulenga, Zambia National Blood Transfusion Services	
15:05 - 16:45	2.1b Preparing a digitally ready workforce: Insights from Student Nursing Associates Daniel Scott-Purdy and Harriet Booth, Nottingham Trent University	2.2b What placement cannot teach: Simulation as a liminal space in Healthcare education Claire Inglis, NHS Borders and Scott Inglis, National Education Union	2.3b The final placement as a transformative journey: Student perspectives on supervision, confidence, and professional identity Dr Terri Grant, University of Worcester	2.4c Supporting professional growth: Using graduate focus groups to evaluate mission-driven education Molly ORourke, Western University of Health Sciences	2.5b Drug box case study Linda-Marie Strachan, Middlesex University	
	2.1c Practice ready in an AI-enabled Healthcare system: Developing artificial intelligence literacy for Health Professionals students Andrew Paul Barker, University of Hull	2.2c "We all try to imagine what it's like for someone to be dependent": Attitudes towards drug users among medical students in the United Kingdom and its impact on their professional identity formation Dr Holly Melvin, Cheshire and Wirral Partnership NHS Trust	2.3c The awarding gap: Experiences of British Pakistani students in Health professions Dr Ajay Patel, Manchester Metropolitan University	2.4d Navigating multiple transitions: Understanding student and staff perspectives on international Healthcare master's education Diane Reid, Narayan Prabhu and Dr Linda Bush, Manchester Metropolitan University	2.5c Rethinking research ethics committee approval for Healthcare students: Embedding student-centred principles into research governance Dr Ben Parkinson, Glasgow Caledonian University	
	2.1d AI in Healthcare professions education: A rapid evidence and gap map Annmarie Hanlon, Dr Clara Aranda Jan and Rosemol Johnson Kattithara, University College London	2.2d Beyond placements: A versatile asynchronous AI simulated learning pathway for Healthcare management undergraduates Kerrie Wynn and Arjun Wara, Arden University	2.3d Clearing the pathway: Embedding reasonable adjustment plans into practice learning Heather Guttridge and Jane Killough, Queens University Belfast	2.4e Surfacing skills at induction: A structured approach to encourage reflection, set expectations and promote student success Suzanne Monks, Rhian Ogden and Nancy Davies, University of Leeds	2.5d Quality care through ethical competence: Healthcare Professionals' views in Student Healthcare Jessica Hemberg, Abo Akademi University	
	2.1e Care workers' experiences of digital technologies and anticipated AI: Implications for digital readiness in Health and Social Care Peter Esebame, Elizabeth School Of London	2.2e Collaborative Online Learning: A Physiotherapy Case Study across the Atlantic Helena Drummond, University of Portsmouth	2.3e Self-compassion in the undergraduate medical curriculum... Ten years in the making Dr Beth Langton, Dr Marti Balaam, Dr Kitty Wheathe and Mona Eskandaripour, University of Edinburgh Medical School		2.5e Write here, write now: Embedding structured writing retreats to support undergraduate researchers in Health professions education Christopher Edge, University of Liverpool	
16:45 - 16:55	Zoom link 1					10-minutes
	Closing plenary from the Committee					