Abstracts for symposia

09.00–10.30
Wednesday 3 September 2014
Symposia

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Please note:
References are as supplied by authors
USA and Australian spelling has been retained as appropriate
Papers included are those being presented at the conference at the time of going to press.
Effective affective learning: Multiple approaches for transforming learning in the classroom

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Outline of symposium

Historically nursing education has used a traditional pedagogy where instruction has been teacher-focused and emphasized the acquisition of cognitive and psychomotor skills. The importance of the intersection of cognitive, psychomotor and affective domains in nursing education, however, has long been acknowledged (Cazzell and Rodriguez, 2011). The incorporation of student-centred teaching activities that support meaningful learning, namely those associated with the affective domain, are often undervalued for their role in the classroom environment and in the development of clinical judgment. The purpose of this symposium is to challenge these practices through the use of affective learning strategies that are transformative and supportive of the learner’s integration of knowledge and affective literacy. Expanding classroom teaching using various presentation software techniques, evolving case studies, and the use of digital story telling will be presented as ways in which faculty can engage nursing students and strengthen learning in the affective domain.

Beyond PowerPoint: Presentation software in nursing education (K. Page-Cutragra)

Grounded in experiential and transformative learning theories, this component of the symposium aims to discuss current innovations in classroom teaching. New uses of presentation software including animations, sounds and images will be presented to assist faculty in integrating nursing theory with practice and in developing students’ ways of thinking. Emphasis will be placed on the selection of these elements for highlighting nursing content in terms of affective learning, and for facilitating reflective practice. Examples of software use will be showcased, and the presenters’ experiences will be shared. Possibilities for evaluation of affective learning through reflection and opportunities in online learning will be reviewed (Reilly, Gallagher-Lepak and Killion, 2012). Changing faculty’s pedagogical approaches to support the content-packed and evolving curricula of most nursing education programs is essential to respond to the increasing patient needs and complexities in healthcare across the globe.

Unfolding case studies (J. Nilsen-Berec)

This part of the symposium will describe how unfolding case studies can be used in the classroom as an interactive teaching strategy to make explicit professional nursing practice. Unfolding case studies in the classroom allow students the opportunity to gain collective insight into professional nursing values, beliefs and attitudes. The case study becomes a narrative, recreating and imagining the sights, sounds, feelings and attitudes of the clinical experience (Day, 2011; Reese, 2011). Faculty can embed challenges to reveal hidden assumptions and make explicit professional nursing behaviours. Most importantly, and in the context of affective literacy, students are free to discover and apply their own meaning to the situation, reflect, and ultimately transform those attitudes and beliefs inconsistent with the practice of nursing. An unfolding case study exemplar currently used with undergraduate nursing students and the evaluation of its effectiveness will be presented.

Using digital stories (P. Bradley)

This part of the symposium will describe how digital storytelling engages students in the classroom. Digital stories use multimedia tools to express unwritten everyday experiences through photos, movies, sound and narration. This approach to learning offers not only a means for conveying experiences in nursing practice that are difficult to capture in text, but opportunities for students to use reflection in and on learning (Robin, 2008). Educators or students can create the digital story to portray various point-of-view topics, and issues such as cultural competence and transition to practice. Students can reflect and learn affectively from personal interactions and experiences through the creation of their own digital stories. An exploration of the presenters’ experiences with and feedback from digital storytelling as a powerful strategy for engaging both students and faculty will be provided. This method can provide a deeper understanding of and authentic perspectives into the classroom environment.

Pulling it all together

In conclusion, engaging students in the classroom and connecting to affective learning in meaningful ways can be a significant challenge for nursing educators today. In content-packed curricula, affective and transformative strategies support learning-centred learning. The evidence informed strategies illustrated in this symposium are examples of possible approaches for affective learning. It is imperative to engage in a critical discourse regarding the adequacy of current pedagogy for fostering an ethos that optimises the teaching-learning process. Ongoing transformative learning promotes awareness and understanding and accommodates today’s students. Further discussion is necessary to create a classroom culture that actively included affective teaching modalities. This symposium invites the attendees to begin or continue the dialogue.
References


Key words:
• affective learning
• classroom engagement
• nursing students
• teaching strategies.
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Developing educator competency to facilitate the use of simulation-based learning in nurse education. A collaborative project (NESTLED) supported by the EU lifelong learning programme

Rikke Buus, Senior Lecturer; Tina Hartvigsen, Senior Lecturer, VIA University College, Denmark; Paivi Haho, Principal Lecturer; Leena Hannula, Principal Lecturer; Leena Rekola, Principal Lecturer, Metropolia University of Applied Science, Finland; Andrew Sutton, Senior Lecturer; Andrew Bland, Senior Lecturer; Stephen Prescott, Senior Lecturer, University of Huddersfield, UK

Three Individual papers:
1. What is NESTLED. Background to the NESTLED Project and International collaboration.
2. Methodology and Phases of NESTLED Project.
3. Evaluation and Dissemination. How will the NESTLED Project contribute to educator preparation. (UK?)

Outline of the symposium
Over the last decade there has been an exponential growth in the interest in simulated learning and it has been incorporated as a teaching and learning strategy into many undergraduate nursing programmes. This is unsurprising given the growing perception that simulation-based learning is the solution to many of the challenges associated with producing practitioners who are able to function competently, providing patient safety in complex healthcare settings. With this increasing implementation of simulation-based education investment in developing technology, equipment and estate has escalated in many organisations. Simulation-based learning has become diverse and often technology driven. However with such investment and technological advances comes the realisation that educators require preparation to effectively deliver learning experiences for students. Simply purchasing the equipment is not enough to expect faculty to deliver expert pedagogical practice. Capital expenditure on developing educational environments and equipment has not necessarily been matched with investment in the capability of educators to maximise the potential of simulation-based learning. A skilled educator is a prerequisite for effective simulation-based education and there are many educator competencies such as developing scenarios, debriefing, creating a safe and positive learning environment, mastery of technology, equipment operation and professional communication skills and comportment to name only some.

In September 2013 a consortium of dedicated educators holding expertise in simulation-based education from Denmark, Finland, Estonia and the UK were successful in obtaining EU Funding from the Lifelong Learning Programme to complete a two year project with the following objectives:

- the purpose of the project is to develop educator competency to facilitate the use of simulation-based learning in nurse education and test the transferability and development across providers from a number of EU countries
- the consortium will transfer and develop a European Model for Educator education as a basis for good practice in this field
- this tested model could then be used to quality assure the education and skills of the teachers and facilitators of simulation-based education in the field of nursing, both nationally and internationally.

The project is called NESTLED (Nurse Educator Simulated Learning) and this symposium will deliver three individual papers that describe the background, methodology and evaluation/dissemination of the project. The symposium should be of interest to any individual/organisation that is interested/involved in simulation-based nurse education.

What is NESTLED? Background to the NESTLED Project/International collaboration.

Presenters Rikke Buus, Senior Lecturer; Tina Hartvigsen Lecturer, VIA University College, Denmark

Over the past 2½ years faculty from University of Huddersfield United Kingdom, Metropolia University of Applied Sciences, Finland and VIA University College Denmark have been collaborating in developing simulation-based learning becoming increasingly focused on the need of knowledge regarding educators ‘competences in a complex learning environment’. Collaborations often develop serendipitously and conferences provide unique opportunities for people to meet who share common interests. In 2011 such an opportunity occurred when the initiators of the collaboration first met. Since, through a series of face-to-face and virtual meetings, a once aspirational programme of work related to nurse educator competency in simulation-based learning has become a reality. The present collaboration on the NESTLED project emerged from a literature review with the purpose of defining competences needed for educators when using simulation-based learning. The project now includes Tallinn Healthcare College Estonia and Laerdal Medical, Norway as associated partners and expert consultancy from Johns Hopkins University USA and Wollongong University, Australia. This paper will offer an overview of the background of our present work and will foreground a discussion illuminating the benefits of international collaboration as a strategy to address shared concerns.
Methodology and phases of NESTLED project.
Presenters: Leena Hannula, Principal Lecturer; Leena Rekola, Principal Lecturer; Paivi Haho, Principal Lecturer, Metropolia University of Applied Sciences, Finland

NESTLED project is a development and research project within the EU programme Transfer of innovation, and the aim is to transfer and develop existing knowledge into other contexts. The aim of NESTLED project is to produce evidence-based training model for teachers in nursing education using simulated learning in their teaching. The project begun with a ‘kick-off’ meeting in 9/2013 and is split into six different work packages. The project will continue until 12/2015. All partners are working collaboratively within each work package with each partner organisation taking a lead on the packages. The starting point of the project is an existing module developed for educating the educators using simulation-based learning at University of Huddersfield. This module forms together with a systematic review and synthesis of the literature and an analysis of current training of teachers using simulation education in United Kingdom, Finland and Denmark, a framework for a prototype of training educators using simulation-based learning to be transferred and developed into new contexts. The prototype was then piloted by training teachers first in Denmark and then in Estonia and Finland. The prototype will be refined after the results of the piloting and presented as the European NESTLED education model for teachers to be disseminated and developed further.

Evaluation and dissemination. How will the NESTLED project contribute to educator preparation?
Presenters: Andrew Sutton Senior Lecturer; Andrew Bland, Senior Lecturer; Stephen Prescott, Senior Lecturer, University of Huddersfield, United Kingdom

Paper 3 will give an overview of the evaluation process of the data from the project and how the NESTLED consortium will transfer and develop a European model for educators as a basis for good practice in the field of simulation-based education in nursing. The presentation will demonstrate how the tested model could then be used to quality assure not only nursing degree programmes, but also the skills of the teachers and facilitators of simulation-based teaching in the field of nursing, both nationally and internationally. Ethical approval for the evaluation was obtained in line with the institutional requirements of each partner. The development of instruments, detailed study protocol, training for data collection and analysis will be led by the UK partners and detailed within the presentation.

The paper will also discuss a systematic process of evaluation-based on Kirkpatrick’s model (2006). This model captures participants’ reactions, learning, changes in behaviour and real world results generated through engagement in the programme. The paper will also explore how the feedback obtained during and following participation will be analysed. The project team aim to ensure the widest dissemination to develop good practice and inform healthcare providers, commissioners and students of the project outcomes and recommendations.

References

Key words:
• educating educators
• simulation-based learning
• international collaboration
• European model for educating educators
• evaluation methods.

How this contributes to knowledge development:
• educating educators using simulation-based learning
• European model as a base for educating educators
• international collaboration.
Professional nursing identity and nursing values: Innovation of the ‘Nurse Match’ instrument for future nurse recruitment

Deborah Mazhindu, Reader in Clinical Practice Innovation, Buckinghamshire New University and Imperial Healthcare NHS Trust; Lauren Griffiths, Head of School Advanced and Continuing Practice; Roger Ellis, Visiting Professor, Buckinghamshire New University, Uxbridge; Allen Erskine, CEO, Identity Exploration Ltd, Belfast, Northern Ireland; Carol Pook, Head of Pre-qualifying Nursing; Johana Nayoan, Research Associate, Buckinghamshire New University, Uxbridge, UK

Introduction
The challenge for nurse education today is selecting the right recruits, with the right values and identities commensurate with professional nursing. This symposium debates innovation in future nurse recruitment, the ‘Nurse Match’ Instrument that developed personality scales, for values-based nurse recruitment. The research aims to address some of the outcomes and needs identified in the Francis report (2013). UK professional nursing was criticised over lack of compassion in delivering healthcare (Patients Association, 2012; Francis 2013). Compassion is an element of healthcare receiving increasing attention from policy makers, locally, nationally and internationally (Royal College of Nursing, 2012; Firth et al., 2009; Maben et al., 2009; Parliamentary and Health Service Ombudsman, 2011; DH, 2012a; DH, 2012b). The criticisms levelled at professional nursing emphasise the need for increased attention of individual personal and professional attributes in the selection of nursing students (DH, 2012a; DH, 2012b; Willis Commission, 2012; Scammell et al., 2012). Pre-qualifying nursing applicants undergo many different forms of testing and assessment of their values and attributes, as part of the selection process (Meretoja et al., 2004), in order to measure some or all of the caring values commensurate with the NHS Vision for Nursing’s 6Cs; (Caring, Compassion, Communication, Commitment, Courage and Competence (NHS England, 2012). Teaching, learning and assessment about compassion are prominent topics in undergraduate nursing (Nolan et al., 2006; Goodman, 2011). A critical examination of how professional nursing values and identities impact upon the complex context of providing person-centred care in the modern NHS and other global settings is needed (Meyer and Land, 2006; Chan, 2002). Concerns have been expressed regarding attrition rates of pre-registration nursing students (Eick et al., 2012). Emphasis is now placed on effective selection of applicants for nursing as a method of making improvements in retention of nurses (Sabin et al., 2012). Funding from Buckinghamshire New University Research Challenge Fund for £15,000 and ethical approval was awarded to pilot research over 1 year in July 2011.

Background and context
Modern global healthcare demands nurses demonstrate skills of effective decision making, be intelligent emotionally, innovative and deliver sustained, safe, compassionate, patient-centred care (DH, 2012a; DH, 2012b; Cummings, 2012; Goodrich and Cornwell, 2008). High profile cases of poor care have challenged thinking around systems of care delivery, emphasising a review of the working culture of services (Firth et al., 2009; Maben et al., 2009; Parliamentary and Health Services Ombudsman, 2011). Discussions of nursing’s professional identity and professional values are taking place worldwide in clinical, public and political arenas (The Patients Association, 2012; WHO, 2010a; WHO, 2010b). Nursing’s often accused of lacking professional identity and disregard for nursing values, but it’s often difficult to define exactly what constitutes nursing’s professional identity and values. The professional identity of post-qualifying nurses is often nebulous and difficult to articulate clearly and with consensus (Mactintosh, 2003; DH, 2012a; DH, 2012b). Nurses require attitudinal attributes, which indicate willingness to think critically and be reflective, whilst interacting effectively with others (Freeth et al., 2005).

Professional nurses are required to have graduated from pre-registration nurse education with strong leadership skills (Beasley, 2006). Nurses must demonstrate support for corporate structures, whilst maintaining an individual identity attuned to the requirements of professional nursing (Pollard et al., 2010). Health Education England support these ideals and values (Francis, 2013). Nurses require uncompromising emotional integrity and enduring physical and mental resilience (Day et al., 2011), to insulate against often appalling working conditions and emotional labour (Mazhindu, 2003) and to withstand criticisms and blame, when healthcare systems go wrong. The literature revealed a paucity of research and lack of evidence-base for articulating professional values and identities. A novel instrument; ‘Nurse Match’ was constructed and piloted to measure and explore the values of pre-qualifying nurses and the professional identities of post-qualifying nurses, to clarify and closely align the values and identity attributes of pre-qualification applicants with the professional identities and professional values of senior practicing nurses.

Research aims to:
1. review literature for tools, scales and methods of measuring key features of nursing’s professional identity and professional values: develop ‘nurse match’ instrument
2. identify key features of nursing’s professional identity and professional values from practising clinical nurses with over five years professional experience, compare with student nurses, years 2-3.

Methodology methods and tools
Co-Participatory Action Research (Whyte, 1991; Galvin and Todres, 2012), elicited professional identities and professional values from voluntary convenience sampled participants, drawn from North West London. A wide variety of multi-cultural
views from staff and service users were matched with pre-qualifying nurses on existing nurse education programs, first year nurses were excluded. Three focus groups of practicing nurses and service users (n=20), post-graduate diploma nurses in mental health (PG DIP) and third year adult mental health branch students (n=20), adult and child pre-registration nurses years two and three, (n=20) were facilitated to elicit key quality Indicators (KQI) concerning professional identity and nursing values. ‘nurse match’ tool, based on an established approach to identity measurement: identity structure analysis, and its associated psychometric tool; Ipseus, have been employed in many applied areas, together with the ‘match system’ for comparing the profile of a nurse applicant, with the desired profile of an experienced and successful nurse practitioners.

Data analysis
NVivo 10 (QSR International 2014) distilled KQI and compared them to evidence from the literature review and incorporate into ‘Nurse Match’ tool, which measures several key features of nursing’s professional identity and allows the comparison of values and attributes of new entrants to nursing to be compared with the values, attributes and facets of professional identities of experienced and successful nurse practitioners.

Discussion
‘nurse match’ innovation was developed in response to the demand for assurance that only those candidates with the right value-base are selected for nursing and nurse education is achieving its objective in developing these core values in students. In nurse education today, there is limited evidence or research into the concept of nursing identity and values and this symposium facilitates debate in producing a valid and reliable tools to assess and measure the nebulous concept of nursing’s values and professional identities.

The symposium presents three interactive and participative papers

Paper 1. What does good look like? Innovation in recruiting for a career in professional nursing
Presenters: Dr D.M. Mazhindu, Reader in Clinical Practice Innovation, Buckinghamshire New University and Imperial Healthcare NHS Trust; Dr Lauren Griffiths ARRC, Head of School Advanced and Continuing Practice; Dr Carol Pook, Head of Pre-qualifying Nursing, Buckinghamshire New University

This symposium paper aspires to a high degree of audience participation, drawing on participants’ experiences and encouraging participants to discuss and debate the nature of ‘good’ candidates for a career in nursing, ascertaining the drivers for and constraints against selection processes, deliberating the required attributes, desirable profiles and suitable characteristics needed for a future career in healthcare.

Paper 2. Recreating nursing ideologies: Evidence and innovations in recruitment and selection strategies
Presenters: Dr D. M. Mazhindu, Reader in Clinical Practice Innovation, Buckinghamshire New University and Imperial Healthcare NHS Trust; Dr Carol Pook, Head of Pre-qualifying Nursing; Dr Lauren Griffiths ARRC, Head of School Advanced and Continuing Practice, Buckinghamshire New University

This symposium paper outlines conceptual and theoretical issues drawn from the literature review for the research regarding selection tools and encourages participation and debates from the audience. By drawing on participants’ own experiences of recruitment and selection tools in their roles and ascertaining how they interface with espoused nursing ideologies, the effectiveness of innovations in recruitment and selection in nurse education, locally nationally and internationally are debated.

Paper 3. Recruiting for tomorrow’s nursing: The challenges of globalisation
Presenters: Dr Lauren Griffiths ARRC, Head of School Advanced and Continuing Practice; Dr Carol Pook, Head of Pre-qualifying Nursing, Buckinghamshire New University; Dr D.M. Mazhindu, Reader in Clinical Practice Innovation, Buckinghamshire New University and Imperial Healthcare NHS Trust

This symposium paper outlines what professional nurses and service user views of KQI are most important to test for, when recruiting in nursing, the ordering and ranking of professional values and identities. The discussion and participation from the audience examines innovations, challenges and drivers for recruitment in nursing e.g. and strategies to incorporate professional values and identities in future recruitment for nurse education in a global market.

References


**Key words:**
- professional nursing identity
- professional nursing values
- participatory action research.

**How this contributes to knowledge development:**
- innovation in the development of the ‘nurse match’ instrument for future selection and recruitment
- co-participatory action research methodology
- critical systematic review of professional nursing values and identities.
Biosciences in nurse education: Is the curriculum fit for practice? Bioscience lecturers’ experiences, concerns and recommendations

Patricia Fell, Senior Academic, Birmingham City University; Vanessa Taylor, Senior Lecturer, Manchester University; Sarah Ashelford, Lecturer, University of Bradford; Penny Goacher, Lecturer, University of East Anglia, UK

Introduction

Research over decades repeatedly suggests that healthcare students often experience difficulty understanding and applying bioscience knowledge in practice (Smales, 2010; McVicar et al., 2013). During this period, concern has been expressed, both in the literature and informally by nurse educators, about limited knowledge and application of the biosciences underpinning nursing practice and the potentially detrimental impact this may have on the delivery of patient care (Clancy et al., 2000; Davis, 2010; McVicar et al., 2010).

The bioscience in nurse education (BiNE) special interest group, set up in 2012, is currently composed of over 30 educators from 14 different institutions across the UK. This special interest group aims to provide support and information to those who teach bioscience within the nursing curriculum. As well as offering a platform for educators to share their local experiences, it is also concerned with improving the consistency and quality of bioscience learning outcomes in nurse education across the UK.

A survey was conducted in 2013 exploring the experiences, view, concerns and recommendations of BiNE members about biosciences in nurse education. In this symposium we will share with delegates the findings from this survey and present for discussion four papers which consider the views of BiNE lecturers on different aspects of bioscience learning and teaching in nursing programmes across the UK. The symposium will draw on the findings from all four presentations and conclude with overall recommendations made by BiNE participants as to how future educational provision can better prepare student learning of bioscience in nurse curricula.

Session objectives:

- to present and evaluate the views of nurse educators on the current provision of bioscience learning and teaching in both pre and post-registration nursing programmes across the UK
- to provide evidence on which to base recommendations as to how future educational provision can better prepare student learning of bioscience in nurse curricula and to ensure future graduates are competent safe practitioners.

Paper one: Bioscience education in pre-registration nursing curricula. Experiences and concerns of bioscience lecturers

Authors: Vanessa Taylor, Patricia Fell, Penny Goacher and Sarah Ashelford

There is a continuing debate in nursing education regarding which academic disciplines should be included in pre-registration and post-registration nursing curriculum (Davies, 2010). The advent of degree level nursing programmes (NMC, 2010) has reignited this debate because of the NMC’s undertaking to produce nurses with the knowledge, skills and behaviours to meet present and future challenges in healthcare, improve health and wellbeing and drive up standards and quality. Whilst an underpinning knowledge of bioscience is considered an essential basis for safe and effective (NMC, 2010; NICE, 2007), there is no research-based evidence to suggest what depth and detail of knowledge of biological sciences is required to support nursing practice and prepare nurses for registration and extended/advanced level roles identified by the NMC (2010). The lack of a clear description of the biological sciences knowledge needed for practice, the appropriateness of teaching methods being adopted and the difficulties of making the subject matter relevant and applicable to practice all have implications for teaching biological sciences to nurses. This paper will report on the varied entry requirements for nursing programmes across the UK and will also discuss significant variations in pre-registration curriculum design and delivery of biosciences across 10 UK institutions, highlighting the experiences and concerns of BiNE members in relation to bioscience education in pre-registration nursing programmes.

Paper two: Bioscience education in continuing professional development nursing programmes. Experiences and concerns of bioscience lecturers

Authors: Patricia Fell, Vanessa Taylor, Penny Goacher and Sarah Ashelford

As nurses become more autonomous in practice and take on extended roles such as prescribing and advanced practice roles, it is becoming increasingly important that nurse graduates are confident in their abilities to apply bioscience in clinical decision making (Morrison-Griffith et al., 2002; Davies, 2010). This paper will discuss the experiences and concerns of BiNE members in relation to bioscience in post-registration learning. Taken from data from 10 universities across the UK this presentation will explore the variety of provision of bioscience in post-registration curricula across institutions in terms of profile, learning, teaching and assessment strategies and discuss lecturers’ views on the level and understanding of students that embark on post-registration nursing courses.
Paper three: Teaching expertise and commitment in bioscience education. Experiences and concerns of bioscience lecturers
Authors: Sarah Ashelford, Penny Goacher, Vanessa Taylor and Patricia Fell

Literature indicates an existence of a science-nursing tension and suggests that there has been a curriculum shift resulting in a gradual devaluation of the bioscience content of curricula in favour of behavioural science (Jordan and Potter, 1999; Clancy et al., 2008; Logan and Angel, 2011). Discussions have also been raised about who should teach the biosciences in nursing programmes with different models adopted between institutions (Larcombe et al., 2003; Smales, 2010). Some institutions employ ‘subject specialists’ in the biosciences (without nursing qualification) whilst others employ nurses with a specialist interest, or subject expertise in the biosciences, alongside their nursing registration. This paper presents the findings from the BINE survey identifying:

- whether subject specialists in biosciences should contribute to curriculum design and delivery
- how the bioscience content is viewed in terms of relevance and importance within the context of the nursing curriculum by nursing colleagues

Paper Four: Student feedback on bioscience education: Experiences and concerns of bioscience lecturers
Authors: Penny Goacher, Sarah Ashelford, Patricia Fell and Vanessa Taylor

Students in higher education have a voice and are increasingly asked to provide feedback about the quality of the education they receive. Nursing students are no different and their views are published in reports such as the National Student Survey. Such reports influence recruitment as they are crucial factors influencing students’ choice of where to study. This paper will discuss the experiences and concerns of BINE members, in relation to feedback from students in their institution. The paper will explore data collected from 10 UK universities and reveals what students are saying, about the amount, quality and value of taught bioscience content within their nurse training and what recommendations BINE members would make in response to this feedback.

References


Key words:
- bioscience knowledge
- nurse education
- learning and teaching
- lectures perspectives
- pre and post-registration.