



Co-Producing Simulation for Practice Readiness: Student-Led iRIS Design to Enhance Theory–Practice Integration in Undergraduate Nursing

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Abstract

Pre-registration nursing students often struggle to effectively bridge theoretical knowledge with clinical practice, particularly in managing acute deteriorating conditions. To address this gap, this initiative employed a student co-creation model grounded in experiential learning principles, utilising the iRIS web-based simulation authoring platform within a simulated placement framework. Second-year students across Adult, Child, and Mental Health fields collaborated in small groups, with faculty support, to design and deliver evidence-based scenarios focused on anaphylaxis, asthma exacerbation, and seizure management, each emphasising A-E assessment and rapid response (Nursing and Midwifery Council, 2018). Over 290 anonymous feedback responses revealed high student satisfaction (mean 8.1/10), with participants reporting significant gains in clinical reasoning, scenario design, teamwork, communication, confidence, and reflective practice. This co-production approach demonstrates strong potential for enhancing practice readiness, patient safety, and workforce development, supporting the NHS ambition to develop a skilled, adaptable workforce capable of delivering high-quality care (NHS England, 2019). The model is highly transferable to other health professions and aligns with broader goals for innovative, student-centred simulation in healthcare education and the promotion of high-quality simulation-based learning (Diaz-Navarro et al., 2023).

Keywords

nursing, simulation, student simulation, simulation education, theory-practice integration

References

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