



NEWS FLASH!

Senior Lecturer, Alan Platt, recently presented at the 16th Annual Meeting of the Society in Europe for Simulation Applied to Medicine in the Netherlands.

Alan's presentation on Integrating Patient Simulation into the Nursing Curriculum, looked at the use of simulation starting to play an increasingly important role within healthcare education (Alinier 2007) which is a development that is supported by healthcare literature (Alinier *et al* 2004, Gaba 2004, Alinier *et al* 2006, Chief Medical Officer (CMO) (2009), Okuda 2009 and McGaghie *et al* 2010). As the Nursing and Midwifery Council (NMC) (2007) identified that simulation should be utilised in order to help prepare students for practice, in response to this initiative Northumbria University aimed to embed simulation throughout the three years of the adult nursing curriculum. The presentation outlined how the integration has been implemented and areas for its future development.

A celebration of Occupational Therapy

Final year Occupational Therapy (OT) students at HCES recently welcomed Graeme Smith and his service user group Crazy Train, to a unique closure event designed to celebrate their university experience.

Graeme who was the guest speaker at 'A Celebration of Occupational Therapy', discussed the importance of service user perspectives through their narratives and focused on film work he completed with local school children to raise awareness of issues that they face in their day to day lives. Following this Crazy Train, a local band comprised of users of mental health service and occupational therapists, performed an impressive set.

In the afternoon there was a lively debate hosted by the Associate Dean of Pre-registration Health, Margaret Rowe, about the future of OT as a profession and opportunities

for the profession to diversify, followed by a lecture from Research Professor of Allied Health, Nicola Adams, on the benefits of research to the profession.

Finally, the students welcomed Occupational Therapists from around the region and the wider university community to a market place which featured activities and presentations facilitated by the students. These activities, which included use of the Nintendo Wii, healthy eating promotion, card making and origami, were designed to demonstrate the therapeutic use of activity and highlighted the benefits to the health and wellbeing of the clients.

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SHOWCASE

HEALTH COMMUNITY EDUCATION

NEWSLETTER • SUMMER 2010

SCHOOL OF HEALTH, COMMUNITY AND EDUCATION STUDIES

Northumbria University honours outstanding achievement

Since 1992 Northumbria University has honoured outstanding people for their contribution to public life.

Scientists, professional leaders, accomplished sportsmen and women, actors, musicians and entrepreneurs have all been awarded Honorary Doctorate degrees in recognition of their personal achievement and their strong ties with our research-engaged, business-focused University.

In 2010 the University's graduates have once again celebrated their own success and academic achievement in the company of renowned visitors, who have been awarded academic honours.

Dr Maggie Atkinson and Lord Laming of Tewin both received Honorary Doctoral degrees after being nominated by the School:

- Baron Laming grew up on Tyneside and studied in North East England. One of the most senior figures in his chosen



Dr Maggie Atkinson and Lord Laming of Tewin

NEWS FLASH!

The School recently held a workshop focusing on 'Financial Abuse of Older People: reflections on practice and research in adult safeguarding.' The workshop took place at the state-of-the-art Sport Central and was hosted by Professor David Stanley, Chair in Social Care, and featured presentations from Brunel Institute of Ageing Studies, Action on Elder Abuse and North Tyneside Council in collaboration with the Department for Work and Pensions.

profession, Herbert Laming led the United Kingdom's national association of social workers. In recent years he was appointed by government to chair high-profile inquiries following cases which had prompted acute public and political concern. These included the harrowing deaths of Victoria Climbié and Baby P.

- Dr Maggie Atkinson is the Children's Commissioner for England and was previously Group Director for Children and Learning at the Metropolitan Borough of Gateshead. A leading and long-standing advocate of closer working between all

of the professional teams who work for children, she was formerly a teacher, then an adviser, and later an inspector. Recently Dr Atkinson served as the first sole president of the Association of Directors of Children's Services. As Children's Commissioner she says her role is to "make sure that people in charge listen to what children and young people have to say, and to speak up for children who are often not listened to like disabled children, asylum seekers, children with mental health problems and those who get into trouble with the law."

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HCES wins major Asian Development Bank contract

The School has been successful in its bid to host Vietnamese education professionals on an overseas short-term training programme that is to run over the course of this summer.

The Lower Secondary Education for the Most Disadvantaged Regions Project (LSEMDRP) is a body that was set up by the Vietnamese Ministry for Education and Training in order to improve access to and participation in lower secondary education. It was created in conjunction with funding from the Asian Development Bank (ADB) and some of this funding is to be used to pay for an Overseas Short-term Training (OST) programme.

Against stiff international competition, the School won the contract to provide this OST programme in conjunction with one of our agents in Vietnam, HanoiTC.

Three groups of Vietnamese professionals will be coming to Northumbria for education over the summer. They are all either lower secondary teachers, teacher training college lecturers or staff from the Ministry of Education and Training. They will be here for two weeks at a time and will study on a programme that involves observational placement into educational settings as well as classroom teaching. They will also get the chance to see some of the local area, with a cultural trip planned to Alnwick Castle and Gardens.

HCES awarded funding to develop paediatric nursing in West Africa

The School has been awarded funding for a partnership in Ghana under the British Council's Development Partnerships in Higher Education (DeIPHE) scheme. The DeIPHE scheme is designed to provide funding for partnerships with Higher Education institutions in focus countries in developing parts of the world.

HCES was approached by the Newcastle upon Tyne Hospitals NHS Foundation Trust (NUTH) in early 2009 to request assistance in developing education for nurses in Ghana, through existing links between NUTH and a hospital in Ghana's second city Kumasi. Because Ghana is one of the focus countries for DeIPHE projects, the School agreed to look at the partnership possibilities.

In March 2009 staff from HCES and NUTH travelled to Kumasi with a view to meeting potential partners. Having met the Dean of the Faculty of Allied Health Sciences and the Head of Nursing at Kwame Nkrumah University of

Science and Technology (KNUST) in Kumasi it was clear that there was a strong case for developing a funding application.

The DeIPHE funding is £19,000 per year for three years and is designed to help set up the development of a paediatric nursing curriculum at KNUST in Ghana. Currently there is no post-qualified paediatric nurse training available anywhere in sub-Saharan Africa. This joint project between HCES, KNUST and NUTH is designed over three phases:

- 1 Professional update training for the Ghanaian academic staff

- 2 Joint development of an appropriate curriculum
- 3 Delivery of the new curriculum by the Ghanaian academics to the Ghanaian paediatric nursing staff, initially with support.

The long-term aims are to make the curriculum development and delivery self-sustainable and therefore to improve the paediatric nursing knowledge and skills of the nurses in Kumasi and reduce the rate of child mortality.

The project will commence in September 2010 with staff from HCES and NUTH travelling to Ghana to begin the professional update training.



Outstanding nurses receive prestigious award



(L to R) Marianne Seviour, Graduate in Advanced Diploma in Adult Nursing, Philippa Rix, Timothy Dear, Julie Bell and Claire Ford

A Northumbria University graduate, who decided to become a nurse after working as a full-time carer, has received recognition for her outstanding academic achievement.

Marianne Seviour, who received a distinction in her Advanced Diploma in Adult Nursing, was presented with the Heath Award accolade for her academic and practical attainment.

The 27-year-old, who lives in Heaton, Newcastle, decided to go into nursing after realising how much she enjoyed caring for others.

Marianne said: "For many years I was a full-time carer and found that I really enjoyed looking after other people. I decided to look into nursing so I attended an open day at Northumbria and applied.

"The course has been demanding but enjoyable. I was surprised when I was nominated for the Heath Award and even more surprised to find out that I had won it."

Marianne's high standard of work impressed her tutor, Ray Hayes, and also the colleagues she worked with during her placements at the

Freeman Hospital, the Royal Victoria Infirmary, and in District Nursing. Her tutor nominated her as a candidate to receive the Heath Award in recognition of her accomplishments.

Marianne, who is now employed as a theatre nurse for the liver transplant service at the Freeman Hospital, added: "I very much enjoy working in a theatre environment, it's quite different from traditional nursing but I find there are still many things that we, as nurses, can do to help the patients we care for."

The Heath Awards are a bequest of George Yeoman Heath MC, DCL, FRCS – a surgeon, teacher, and president of the College of Medicine in Newcastle, and the first Professor of Surgery to the University of Durham College of Medicine in Newcastle. He died in 1892 leaving a legacy to award annual prizes for outstanding nurses in the Newcastle hospitals.

Marianne received the award during a special ceremony at the Royal Victoria Infirmary hospital, along with fellow graduates, Claire Ford, Timothy Dear, Julie Bell and Philippa Rix.

The nurses, who all studied at the School, were selected by trustees, who considered the nurses' academic grades and supporting letters from course tutors, hospital placement staff and patients.

Ann Mott, Academic Head for Post Qualifying and Postgraduate Studies, said: "The Heath Awards are presented to those students who have produced exceptional results during their time at Northumbria University. We, at the School of Health, Community and Education Studies, hope that this year's recipients will go on to make considerable impacts in their chosen areas of nursing."

NEWS FLASH!

HCES Senior Lecturer in Pre-registration Nursing, Alan Platt, has been selected to present at a Laerdal Simulation User Network (SUN) conference at Southampton University focusing on 'The Fundamentals of Debriefing Simulations in Nurse Education.' This one-day SUN meeting will include both visual and practical workshops on the successful delivery of education in this area.



A meeting of minds

(L to R) Prof. David Stanley and Prof. Richard Barker

We are joined by Professor in Child Welfare, Richard Barker and Professor of Social Care, David Stanley, both former Social Workers, exploring the challenge facing Social Work education and the increasing importance of the research agenda in Social Work.

RB It is an exciting time in relation to the general direction of Social Work education and there is awareness that there needs to be changes to make Social Work education responsive to the needs of our diverse population. The introduction of the newly qualified Social Worker status is a positive one and reinforces that Social Work education does not stop at qualification. There are questions about what happens in Social Work education, what kinds of people are being selected, how that process is happening and how we are assessing them. This is challenging. It's a difficult thing to educate and train people in a way that makes them effective for practice in a very complex role.

DS One of the key, upcoming developments is, of course, the proposal for a College for Social Work which will really provide an overarching single vehicle for bringing the different elements of Social Work and Social Work education together. It will be a central point to bring together disparate sections and types of agencies, different types of workers, different types of problems, and to work out what needs to be dealt with, what needs to be promoted and what are the common interests of the specialist areas that need to be developed.

RB Whilst we don't know exactly what shape the College is going to take, exactly how it is going to be accountable or who it's going to be accountable to, in principle I think that the

majority of people in Social Work feel it's a very good idea for moving the agenda forward in a changing and uncertain environment.

DS Certainly one of the other current issues about being a professional registered Social Worker is that it's now unlawful to call yourself a Social Worker if you're not registered. Social Workers can't just do something because they think it is right; they need instinctive, intuitive skills which are formed around the basis of values and good practice. One of the important benefits of research is that it points the way to best practice.

RB One of the important things is that research informed Social Work education prepares

people for a world which is always changing. So for example in relation to children's services, currently Social Workers have to cope with an asylum seeking system where children have been trafficked into this country. That is something which 20 years ago no Social Worker would really get involved with as it was not part of our consciousness. We are now educating students who will be working 20 or 30 years from now and having to face basic problems that perhaps we can't even think about in terms of the evolving fabric of society.

DS Universities must be flexible and educate people who can make intellectually informed professional judgements. In terms of children, is this child being neglected or harmed to the extent that we should intervene? There will be Social Workers working with adults who have neighbours complaining that an elderly person is not able to look after themselves, that they are a danger to themselves, or others, and are

a problem in the community. This needs to be balanced with the right to independent living.

RB Today's Social Workers have to make sophisticated and complicated judgements that balance the needs of the individual, the needs of the community and the duty of the state to intervene. Social Workers need to understand the fundamental nature of facilitating change – are we intervening 'enough', should we end our intervention, when is it appropriate to withdraw – and these decisions must be based on professional judgements and be evidence-based.

DS For Social Work academics one of the crucial shifts of emphasis that is happening across the sector is the requirement to demonstrate impact in research. Previously in much research, impact has been taken to mean dissemination; so going to conferences or writing for learned journals. What we are now seeing is that impact is posing the question, 'do

you know what you've done has had an effect?' There is now more of an imperative than ever to open the door on research not just to do the research and finish it but actually go to that extra stage and engage with service delivery agencies and other sorts of settings.

RB Northumbria prizes high-quality Social Work, evidence-based research. We understand that it is crucial that our Social Work programmes are research-informed and that staff are increasingly research active. Sadly, some research takes so long to produce that by the time the results are published the circumstances have changed but Northumbria tries to engage with research that gives impact quickly. There is always a particular strength at Northumbria in wanting to educate Social Workers who, whilst they didn't necessarily want to be research practitioners themselves, have been informed consumers of research.

HCES hosts second annual Geographical Association conference

HCES recently hosted the second Geographical Association conference where teachers and pupils of all ages from six different schools attended. The topic of the conference was “Why Does Geography Need Me?” “Where Does Geography Lead Me?”

The conference was organised by the Tyne and Wear branch of the Geographical Association with support from the Geography and Environmental Management disciplines of Northumbria University. It aimed to give teachers new and exciting ideas to use in the classroom and to encourage pupils to develop their interest in geography.

Participants took part in a wide variety of activities: the teachers engaged with geopolitics, podcasting in teaching and geophotography, whilst pupils analysed pollen samples, learnt about favelas, the representation of data, Geographic Information System (GIS) and the geography of music as well as exploring the delights of chocolate rocks and the jungle.

Cath White, Senior Lecturer in Geography and the organiser of the event, said: “The Geographical Association wants pupils of every age to engage with universities and discover the exciting world of geography that exists around them. The Geography and Environmental Management disciplines in our university fully support this aim.

“The workshops were an invaluable opportunity for children of primary, secondary and college age to experience a taste of academic life at Coach Lane. They opened the young people’s eyes to the many interesting areas and opportunities covered by the field of geography.”

NEWS FLASH!

HCES is proud to announce that we have added more programmes to our portfolio. These are:

- PG Dip/MSc Midwifery Studies
- BSc Community Practice
- BSc/MSc Specialist Community Public Health Nursing
- PG Cert/Dip/MSc in Education in Professional Practice
- PG Cert Advanced Musculoskeletal Practice

For more information about these programmes please go to www.northumbria.ac.uk/hces

Case study

We are pleased to introduce Ben Rosamond, a student currently enrolled on our Professional Practice Award (PPA). PPA focuses on learning in and from the workplace, where work provides the focus for the learning programme. PPA appeals to learners, as it is highly flexible in content and it allows students to concentrate on issues and projects that are important to them in their work.

Ben Rosamond

HCES Reader appointed Editor-in-Chief of International Journal



Dr. Anna Jones, Reader

Dr Anna Jones, a Reader at HCES, has been appointed Editor-in-Chief of the *International Journal of Therapy and Rehabilitation*.

The Journal provides a platform for the latest research findings of interest to allied health professionals working in the field of rehabilitation. It also shares practice and educational developments in therapy and rehabilitation worldwide and raises awareness of different cultural influences on healthcare.

Anna’s new role will involve writing editorials, leading the international editorial board, commissioning articles and supporting the editor to ensure that the journal helps therapy and rehabilitation students, practitioners, educators, managers and researchers to address the rehabilitation needs of populations worldwide.

Anna will work closely with the Editor, Olivia Wood, at the publishers MA Healthcare Limited, and the new Consultant Editor, Anne-Marie Hassenkamp, physiotherapy lecturer at St George’s University of London, to take the Journal forward.

Why did you choose Northumbria University?

What appealed to me about the University was the reputation it had, I knew people who had studied here in the past, the facilities that were on offer and the accessibility of the University to where I live in West Boldon and work in Sunderland.

What was it about the course that appealed?

The course offered me the opportunity to study whilst at work and this was a huge benefit to someone in my position working full-time. The course offered me the opportunity to gain a qualification but also achieve credits towards gaining a degree.

Can you give us an example of a piece of work you were involved with?

The project I was involved with to complete my final assignment explored the benefits of a diverse and multi-skilled workforce in the care sector. I created a training package to encourage people from underrepresented groups employed in the sector to be more involved in care and help them to recognise the individual skills and attributes that they have to offer a role within the care sector. The training package I produced was flexible enough to be used in various different ways including multimedia formats such as CD Rom and internet-based learning.

Most people worry about the assessment process. Was your experience of the assessment process tough or did you find it helpful?

I found the assessment process to be ok. I received support from my tutor and found it useful to keep in contact with my colleagues on the course through email. Meeting face to face was always very useful and a good time to express any concerns or issues. I felt more confident the longer the course went on and confident that the work I had completed was of a high enough standard to receive the marks needed. It was helpful to receive feedback from my tutor regarding my work and where I needed to improve and this happened on a regular basis.

If you have just one message to pass onto someone who’s just about to start a programme like yours, what would it be?

I would say go for it, it is a great opportunity to enhance the skills you already have and reflect on your working practice. It is an opportunity to meet some great people and create new working networks that can help you progress in the future.

For more information please visit www.northumbria.ac.uk/learninginandthroughwork

RCN bus comes to Coach Lane

HCES was recently the host location for the highly sought-after Royal College of Nursing (RCN) bus.

The RCN bus is a pilot project, recently undertaking visits to hospitals and universities throughout the United Kingdom to represent nurses and nursing in promoting excellence in practice and helping shape health policies. It gives nursing students further learning opportunities, support and advice. The bus was recently fully renovated and converted to provide an impressive seminar room, cyber café and seating section.

Gill Robertson, UK Student Adviser for the RCN talks to us about how the bus originally started, the campaign and how they are reaching students.

Why did you decide to run the RCN campaign on a bus?

We currently have over 38,000 student members of the RCN. We used to have an annual conference and then we moved onto a road show, but we thought it might be a better idea to speak to the students directly. Numerous brainstorming sessions were held and we came up with the bus.

The bus has allowed us to see around 6,000 people which is much more than the conference and the road show ever allowed us to do. The majority of these have been students, but some have been healthcare assistants, some directors

of nursing and senior nurses. We ideally would like to reach around 10,000 by the end of the campaign.

How many dates have you managed to do?

We initially ran the pilot campaign for about 12 weeks but unfortunately because of the bad weather in January it ended up running for about 10 weeks. Due to its popularity and its success we are now running it until the end of November, which is longer than we originally envisaged.

What have you been talking to the students about?

The RCN have been trying to show the students the different facilities we offer, including a very comprehensive website with an electronic library with over 700 journals which is a brilliant resource. The RCN also has an electronic portfolio which has guides for interview techniques and writing of curriculum vitae.

So, what has your day been like at HCES?

It has been great! The sun has been shining and I think we have had over 100 students visit us, which is excellent. Students have come onto the bus who are about to do research modules and we have had materials on board which have helped them so that is brilliant, that's what we are about!

Meeting the needs of the regional workforce

HCES has an enviable record when it comes to working with regional employers and their staff.

One example of this is our highly successful work-based professional development programme run throughout the Northumbria Healthcare Trust. We run an academic award in Professional Practice which allows staff to work towards a full undergraduate or Masters level qualification.

The first pilot programme won the Community Hospitals Innovation Award and the scheme has proven so successful that now about 70 employees undertake the programme each year.

The programme is offered to staff from all areas including nurses, admin staff, allied health professionals and estates personnel.

"It all started with a staff survey," said Dr Sally Corbett, a health psychologist with the Trust.

"Staff said they wanted to be able to make a difference in terms of both patient care and their working lives with work-based learning that was relevant and would contribute to their professional development."

The programme focuses on both the professional and personal development needs of employees and improvement in professional practice using the workplace as the context of learning.

As a result of the programme, direct benefits have been made in the workplace including introducing suturing in community hospital Accident and Emergency areas, more effective clinical supervision and improved policies to avoid cross-infection in linen storage.

Dr Corbett added: "There's a big drive to improve working lives in the NHS and one standard is to look at new ways of working in the workplace and this taps very much into that. It allows people to see the point of what they are doing and potentially improve on the way it is done."

Prof. Charlotte Clarke, Associate Dean (Research)

Shaping dementia care for the nation

HCES Associate Dean, Professor Charlotte Clarke and her team have been selected to lead a nationwide review of the Government's strategy for the provision of care for families affected by dementia.

They have been awarded the £650,000 contract to evaluate the National Dementia Strategy which will see them taking on the responsibility for guiding policy in this area, a task which will have an impact on millions of lives.

The National Dementia Strategy was launched last year to transform the quality of dementia care by setting out initiatives designed to make the lives of people with dementia, their carers and families better and more fulfilled by increasing awareness of dementia, ensuring early diagnosis and intervention and radically

improving the quality of care that people with the condition receive.

Professor Clarke explained: "This is a huge opportunity to be at the forefront of policy development for dementia care. Within the national evaluation team, we are very aware of the impact our work will have and the difference we can make."

Evaluating the National Dementia Strategy will see Professor Clarke's team involved in examining two of the Strategy's core recommendations: first, the establishment of a peer-support network for people caring for someone with dementia; and second, the introduction of a new role, that of the dementia adviser.

Last year the Department of Health set up 40 demonstrator sites for dementia advisers and support networks across England, including one in North Tyneside. Professor Clarke's evaluation team will examine how

these sites are implementing the two different service models.

"It is both a very rewarding and a very technically complex project," said Professor Clarke. "Demonstrating the impact of both models when all the sites are doing their own variant is going to be methodologically challenging.

"This award builds on a strong track record of work relating to dementia policy and practice-related research, both in terms of our own team within the University and the contribution of the other applicants."

Professor Clarke is recognised by her academic and nursing peers as a leading authority on older people and dementia care. She was one of the first in the world to research dementia care nursing at PhD level and last year became the first academic ever to be awarded a Higher Doctorate from Northumbria.



(L to R) Gill Robertson, UK Student Adviser for the RCN, Paul Young, Student Nurse (Adult), Saffron Brown, Student Nurse (Child), Martin O'Neill, RCN Officer

HCES helps acrobatic gymnast Louise represent Great Britain



Physiotherapy student Louise Lee with her team mates

Elite acrobatic gymnast, Louise Lee, has scaled new heights after being selected to represent Great Britain at the World Championships in Wraclaw, Poland.

A first year Physiotherapy student at the School, Louise has been a gymnast for most of her life. Starting at the tender age of five, Louise has been dedicated to the sport attending regional and national training camps. Converting to become an acrobatic gymnast in 2001 further increased the intensity and frequency of Louise's training programme and she currently undertakes 25 hours of gruelling training each week.

A mixture of choreography and complex acrobatic skills performed in partnership on a standard gymnastics floor area, Louise is one of Great Britain's acrobatic gymnasts who have already achieved multiple successes at World and European level.

Louise's many sporting achievements have already been well documented with her taking silver and bronze medals at the British Championships and attending the 2009 European Championships in Portugal and most recently the 2010 Worlds in Poland, among many. She has also earned the title of British Champion, in 2008 as part of a women's pair and then most recently earlier this year as part of a women's trio.

Keen to support sporting talent within the School, HCES contributed £500 to assist Louise with training and competition costs

which enabled her to attend the World Championships. As acrobatic gymnastics is not yet an Olympic sport, the trip to the World Championships is self-funded by participants.

Louise said: "I was delighted when I heard the School was able to help me with some of my costs. The money takes away some of the financial strain of my lifestyle and allows me to concentrate on my training and performance for future international competitions.

"Balancing my education and sport has been challenging and a lot of hard work is required to keep both up to a high standard. I have however had a lot of support from my family and friends who, most of the time, understand the sacrifices I have to make in order to succeed. To represent your country is an honour and is definitely worth the sacrifices."

Comedian Alexander Armstrong and Prof. Oisin MacNamara and the award-winning team



Northumbria KTP declared outstanding

A consortium led by Northumbria University has been declared the most Outstanding Knowledge Transfer team in British Higher Education.

The Making a Difference programme drew together four large universities in the North of England – Northumbria University, Manchester Metropolitan University, the University of Central Lancashire and Salford University. A diverse academic team of more than 200 experts, including Professor Charlotte Clarke, Associate Dean for Research, was mobilised to help tackle some of the biggest issues affecting society. Its focus was in Northern British cities which face similar challenges in economic and social regeneration.

At the Times Higher Education Leadership and Management Awards 2010, it was declared the winner.

Making a Difference led to 46 projects which involved collaboration with more than 600 external organisations. The principal themes were Community Cohesion, Crime, Enterprise and Health.

The scheme has already created more than 80 new jobs and a total of 1,265 days of community training were provided by the universities with sessions covering social entrepreneurship, leadership skills and business skills.

The Project Director, Professor of Knowledge Transfer at Northumbria University, Professor Oisin MacNamara, said: "Many of the projects focused on communities at the gravest risk of being disadvantaged – migrants, workless

people living in relative poverty, people living in areas of multiple deprivation and children living in areas with low educational aspirations and attainment. We also worked with young offenders and children in schools, creating opportunities for policy makers to listen to what they have to say, and to raise aspirations."

The North of England has some of the worst health profiles in the UK, with startling inequalities.

Making a Difference included projects which tackled the wider causes of poor health, including housing, poverty, transport and employment. Thirteen health projects dealt with issues including dementia care, women's mental health, offender health, partnership working for health, caring for older people and understanding the role of health in urban regeneration.