

SHOWCASE

NEWSLETTER • SPRING 2011 • SCHOOL OF HEALTH, COMMUNITY AND EDUCATION STUDIES



PGCE RANKING CELEBRATION

Northumbria University has surged ahead in The Good Teacher Training Guide rankings. Not only are we in second place for secondary school PGCEs, we have also entered the top ten for primary school PGCEs, while in the overall rankings we have risen from 24th to 11th, an improvement the Guide describes as “notable”.

Other achievements highlighted by the Guide include the fact that the University is one of only eight teacher-training institutions across the country to achieve maximum Ofsted grades for our primary school provision and one of only five to reach the highest standard for secondary school provision. Northumbria is also second only to Cambridge for getting its graduates into teaching jobs, while our SCITTs (School Centred Initial Teacher Training) partnerships, run with local schools, come fifth and sixth in the separate SCITTs ranking.

Gerry Rice, Associate Dean for Education and Social Care, said: “This is a great

accolade for the School, and it is particularly gratifying to see our success acknowledged in terms of getting our graduates into teaching jobs. The results are a testament to the hard work of the staff and the students over the last few years both inside the University and at our partnership schools.”

The Good Teacher Training Guide is published annually by the Centre for Education and Employment Research at the University of Buckingham. The rankings are derived from scores for entry qualifications, Ofsted inspections and employment in teaching.



CARE FAILURE: SIGHT LOSS IN OLD AGE

Inadequate care services fail to support those losing their sight in old age, according to a new report.

Interviews with people aged 80 and over – the fastest growing and most vulnerable sector of the UK population – showed how the care sector fails to address the problems caused by sight loss, one of the most common conditions of old age.

Care services are “inadequate and inequitable”, and the frailest elderly “miss out on services that could help them manage their condition,” according to the author of the report, Professor Mima Cattan, Professor in Public Health.

“Government regulations are supposed to provide care and support for all older people but for those with sight loss – some of our most vulnerable older people – these policies just aren’t working,” says Professor Cattan.

The ‘oldest old’ is the fastest growing section of the UK population. In 2003, there were almost 400,000 people in the UK aged 90 years or older. The number of centenarians is currently increasing by about 7% per year. For all older people, sight loss is one of the most common and disabling conditions.

The new study was commissioned and funded by the Thomas Pocklington Trust, a charity which aims to improve the quality of life of people with sight loss and a leading provider of housing, care and support services for people with sight loss in the UK.

Launching the study, Professor Cattan said that hopelessness, low morale and depression are all linked to sight loss but these are made worse by a number of failings exposed in the care system:

- Lack of understanding of the consequences of sight loss – This led to intolerance and discrimination in fellow residents of care homes and social housing, and amongst some care staff.

Some older people said they felt “unwelcome” but this issue was ignored.

- Failure to ensure communication – Frail older people with sight loss felt unable to talk to busy care staff. They described trying to communicate as exhausting, difficult and occasionally embarrassing, and this led to further withdrawal from social activities and increased feelings of isolation.
- No systematic assessment and monitoring of eye health – Instead of being routine this often depended on the personal commitment of an individual member of staff. Provision of vision aids which should have been readily available similarly depended on the interest of individuals.
- Failure to attend to the needs and preferences of individuals – Emotional support, identified as a particularly pressing need for older people with sight loss, was rarely offered. Older people did not receive support to maintain their

PARENTAL CONCERN CENTRAL TO CLINICAL GUIDELINE

Every parent knows the story and dreads it. You take a feverish child to the doctors, you know something isn't right; but you are just sent back home with advice about paracetamol. Hours later the child is admitted to hospital with meningitis.

The first NICE Clinical Guideline for Bacterial Meningitis and Meningococcal Septicaemia in Children aims to make this scenario much less likely. The Guideline, which is currently being disseminated among health professionals throughout England, lays out the evidence and sets the standard for diagnostic and treatment pathways that can be used by frontline medical practitioners from first contact and emergency care through to referral to an intensive care unit.

Academic Head, Sheila McQueen, was one of the consultants on the Guideline development group.

"The Guideline is all about better recognition and improving urgent care," she says. "Alongside the full Guideline we have included a step-by-step quick reference guide and symptom chart for use by GPs, paramedics and staff in walk-in centres, A&E departments and on general children's wards. Many of these health professionals may only see one or two cases of meningitis in their whole career. The Guideline provides an evidence-based template for identifying and treating meningitis which we hope should be displayed in all areas that assess children.

"One of the imperatives for us was to put parental concern at the centre of the Guideline, and the words 'Always take notice of parental concern' are in the very first box in the quick reference guide. The Guideline recognises that the majority of children who have meningitis will present with non-specific symptoms and that some will inevitably be sent home, but the emphasis placed on parental concern



and on other strategies for recognising meningitis will we hope make this less likely to happen."

Following input from parents of children who have had meningitis, the Guideline also emphasises the importance of establishing systems to ensure ongoing care and support. They advocate, for example, that all children must have a post-meningococcal hearing test, the provision of which is not yet universal.

Sheila McQueen started working in children's intensive care in the early 1980s, a time when understanding of meningitis was still very poor and when almost all children with meningococcal septicaemia died of septic shock. She spent 20 years as a Registered Children's Nurse, caring for some of the first children who began to survive the disease, and joined Northumbria University in 2002.

independence and as a result felt they sacrificed their individuality for the sake of the security they got from living in care homes.

- Inadequate information – Older people were rarely offered advice, help or support on how to live with their loss of vision. There was a frequent lack of information and lack of follow-up.

"As the population ages there will be more and more frail older people struggling with sight loss, yet many care and support professionals simply do not recognise their needs," said Dr. Angela McCullagh, Research and Development Director at the Thomas Pocklington Trust.

"When many of our oldest old give up their independence and still don't get the practical help they need there is obviously something wrong with the system. What's needed is a care sector that provides adequate support as well as helping people hang on to their individuality."

NURSING STUDENT'S NEW ROLE FOR THE ROYAL COLLEGE OF NURSING

Benjamin Low, a Nursing Studies/Registered Nurse (Child) student is celebrating after being appointed to the role of Student Information Officer (SIO) for the North East Region by the Royal College of Nursing (RCN).

Ben said: "My role as SIO for Northumbria University will stay with me until I qualify in 2012. My main duty is to signpost students to useful information and advice from within and outside the RCN. Issues are to do with students whilst in university and out on practice placements, such as uniform policies, dealing with dyslexia, dyspraxia and dyscalculia, and dealing with bullying and harassment is also covered, overall helping students to get the best from their practice placements and time at university. We all know as student nurses that it can be difficult to know where to go with some problems, so my role can hopefully provide such students with a friendly face to get advice.

"From this role, I hope to achieve a greater insight into my own abilities and management skills. My role will involve attending various meetings, study days and local events which I hope will lead to me developing a stronger understanding of the support the RCN provides its members, and of the wider current political and social issues affecting nursing. There are lots of resources available that I was unaware of on the RCN's website and I would like to promote and see other students made aware of the value of such materials."





ENTERPRISE DEVELOPMENT AT THE HEART OF CURRICULUM

With employers demanding entrepreneurial skills from non-business students, the Joint Honours team has been active in embedding formal enterprise development competencies within its already distinctive curriculum.

As a unique set of programmes which see students choosing to study two academic topics out of a possible five, Joint Honours students already possess a certain 'edge' over other non-professional graduates as their academic knowledge spans two areas instead of one.

To re-model the programmes against employer needs, a mapping exercise was undertaken in collaboration with stakeholders and users and carers to equip our students with the skills to become change agents in their chosen field of work. This mapping exercise informed the programmes' recent re-validation which focused on students' transition into university, the acquisition and application of work-based skills and graduate attributes and finally the transition into the workplace; ensuring the Joint Honours suite of programmes meet the needs of both employers and our students.

All combinations of Joint Honours programmes will now have core enterprising modules taught across all years, with the aim

of enterprise development. Approaches for Learning at University, which is taught in the first year, focuses on the transition into university life for students and begins to develop their graduate attributes. The main enterprise module, Preparing for the Future, is taught in the second year and encompasses student employability as a central theme. The third year includes the dissertation, with an increased emphasis on potential graduate employment and the opportunity for practical experiences, where relevant, such as working within schools for those on the Childhood Studies route.

Nigel Stinton, Programme Manager and Principal Lecturer for Joint Honours, said: "What Joint Honours has sought to do, is take account of graduate attributes and make sure that the programme helps to prepare students for graduation. It is important, especially in this current economic climate, that our students maximise their potential in order to find suitable employment after university and we are aiming to help with that.

This curriculum development has been introduced after collaboration with Enterprise Campus."

Enterprise Campus is a unique Northumbria service providing advice, support and tangible assistance to students and graduates wanting to start or develop their own business, and is the fastest growing enterprise facility run by a North East university, providing unrivalled assistance to students and graduates.

The initiative to embed the enterprising modules was developed with guidance from Roger Candy at Enterprise Campus. He said: "We have sought to establish an action-centred enterprise curriculum across Schools in forms as appropriate to their particular vocational areas of interest as possible. This means that we are establishing enterprise activities, modules, pathways and programmes which are quite different one from another. The overall aim is to expand provision, so that access to action-based learning in enterprise exists conveniently for all learners."

FROM RUSSIA WITH LOVE

Between 2002 and 2004, Wendy Innes, Senior Lecturer in Allied Health, worked in Russia, building links between HCES and the Urals State Medical Academy to develop a CPD course for Russian doctors, nurses and Allied Health professionals in Musculoskeletal Rehabilitation.

Wendy previously lived in Russia for 19 months in 2000, working with the Voluntary Service Overseas and on the Department for International Development (DFID) funded project which first developed the links with the Urals State Medical Academy.

The CPD course included a module on patient education and self management in Rheumatology, and Wendy wrote and translated into Russian five patient education brochures, which were distributed throughout the Russian Federation with the assumption that they would be a one-off print.

Wendy was recently contacted by the Chair of the Faculty of Family Medicine at the Urals State Medical Academy, and these teaching materials, which were produced six years ago, are still being incorporated in the undergraduate and postgraduate medical curricula in Russia.

Wendy's brochures are being used as part of a new educational project launched by the National Russian Association of Rheumatologists called the Rheumatology Nurses Service. The brochures provide important information to the nurses and are a much valued source of educational information for this project. In addition, a website has been launched as part of the project where Wendy's brochures will also be featured.



DATUM FOR HEALTH

'DATUM for Health' is a collaborative project which seeks to promote the research data management skills of postgraduate research students in the health studies discipline through a specially-developed training programme which focuses on qualitative, unstructured research data. We are delighted to announce this new project is being conducted here at Northumbria University.

“Data management is essential to excellence in research, and the opportunity to progress this for postgraduate research students in relation to complex qualitative data is essential.”

Professor Charlotte Clarke, Associate Dean for Research at the School of Health, Community and Education Studies

It is being led by the School of Computing, Engineering and Information Sciences, in partnership with colleagues from our School and the Graduate School. External partners are the Digital Curation Centre and the Digital Preservation Coalition. The project started in early October 2010 and will run until late July 2011. The project is funded by JISC under its Managing Research Data (JISCMRD) programme.

'Datum for Health' is one of five projects under the research data management training materials strand of the programme. It aims to:

- design and pilot a training programme on research data management for postgraduate research students in health studies as an integral part of a doctoral training programme
- evaluate the usefulness and effectiveness of the training with participants and other research stakeholders
- provide other Higher Education Institutions with a model for research data management skills training
- make recommendations for sustainable research data management training and associated infrastructure requirements.

Please visit the project website for more information: www.northumbria.ac.uk/datum



HIV RESEARCH APPOINTMENT

Dr Martha Chinouya, Senior Lecturer, together with Dr Fiona Burns, Clinical Senior Lecturer at University College London have been appointed co-chairs of the African HIV Research Forum.

The African HIV Research Forum (AHRF) has existed for over 10 years as a broad network of people involved in research that covers all aspects of HIV as it affects African communities within the UK. The forum brings together researchers from a wide range of disciplines and organisations, community groups and individuals across the UK, who have a shared

interest in the impact of HIV within UK African communities.

The AHRF acts as an information exchange about research activity, outputs and current proposals that are relevant to HIV and African people in the UK, and is a way of getting new information back to affected communities.

HIGH FIDELITY SIMULATION IS ROMA BOUND

Alan Platt, Senior Lecturer in Pre-registration Nursing, was recently invited to speak at a medical simulation conference in Rome by the Catholic University School of Medicine and the Italian Resuscitation Council.

Titled 'High fidelity simulation: the gold standard for medical education', Alan was asked to present on 'Simulation and nursing education' alongside Peter Dieckmann and Marcus Rall, both renowned speakers in simulation.

Alan received a number of very positive comments regarding his presentation, and he reflected: "Overall, it was an excellent experience and one that I feel well and truly maintains Northumbria as a centre of excellence in simulation."

As Alan had been personally invited to attend, all costs were paid for by the Catholic University School of Medicine and the Italian Resuscitation Council. This is a phenomenal honour and pays tribute to all the hard work that Alan is leading and delivering in relation to the development of simulation within Pre-registration Nursing.



(L to R) John Thompson, Principal Lecturer and Programme Manager in Pre-registration Nursing with Alan Platt, Senior Lecturer in Pre-registration Nursing and Sheila McQueen, Academic Lead in Post-qualifying and Postgraduate Health

SIMULATION IN NURSE EDUCATION

The concept of simulation in nurse education, here at Northumbria, has recently been involved in a collaborative project undertaken with simulation company Laerdal and the National League for Nursing (North America).

The project considered the role of simulation as a means of promoting student learning. In addition, it aimed to develop a group of academics who could use simulation in strategy in innovative ways, to enhance student learning and contribute to the body of knowledge regarding the use of simulation in nurse education.

To meet the needs of nursing educators in North America using simulation as an educational methodology, Laerdal and the National League for Nursing (North America) developed several simulation scenario packages. Oxford Brookes University, working in conjunction with Laerdal UK, then anglicised the scenario packages for nursing educators here in the UK. They were then further reviewed by our team at Northumbria, who examined key terms and the use of language (American English) in the original scenarios and made several amendments to reflect the English equivalent. The team from Northumbria University included Professor Kath McCourt, Sheila McQueen, John Thompson and Alan Platt.

There are 20 scenarios which are designed to be used with human simulators, 10 medical and 10 surgical. Ten of the scenarios address basic assessment, safety and infection control, prevention of complications and communications skills. The remaining 10 use the same patient history, and expand on recognition and management of complications, advanced team collaboration and communication.

Northumbria is now in possession of the programme which will be used in Pre-registration Health as well as postgraduate and post-qualifying studies. It will be integrated within the health curriculum to support the ongoing developments in simulation.

GREAT ACHIEVEMENT FOR EARLY YEARS PRACTICE STUDENT

The Nursery World Awards, which recognise and highlight achievements throughout the UK's early years sector, have celebrated the achievements of a Northumbria student.

The awards are renowned in the early years sector because they are fed into by organisations, teams, individuals, initiatives and equipment providers all working within the sector.

The awards shine a light on the hard work, innovation and dedication of those in early years education and child care, communicating aspects of best practice and helping to raise the profile of the sector.

Cherry Forester, an Early Years Practice student here at Northumbria, was a runner up in the category of Childminder of the Year at this year's Nursery Awards. A great achievement for Cherry and many congratulations.





(L to R) Leslie Weare, Divisional Director of Reed Social Care, Georgia Douglas, Dame Joan Bakewell and James Reed, Chairman of Reed

GEORGIA DOUGLAS NAMED SOCIAL WORKER OF THE YEAR

Georgia Douglas, a graduate from our School, has received the impressive accolade of Social Worker of the Year.

Georgia beat finalists from across the UK to be named Reed Social Worker of the Year 2010, which aims to shine a light on deserving workers in the sector.

The 41-year old was nominated for the award by the discharge team she manages at North Tyneside General Hospital. Her team, which includes several Northumbria graduates, praised her for her passion, knowledge and willingness to go out of her way to help staff and clients.

Guest speaker, Dame Joan Bakewell and Reed Chairman, James Reed, presented Georgia with the award and £1,000 in holiday vouchers.

Georgia, who lives in Blyth with her husband and two children, graduated from Northumbria in 1993 with a Diploma in Social Work, returning to HCES in 2001 to gain her Practice Teacher's Award.

She said: "I was extremely humbled that the team had even nominated me for the award. To win the regional award and then go on to win the national award was amazing, as I felt that my story was no more deserving than the other nominations and we all do a good job.

"It is nice to get positive recognition within a field that gets some very negative press. The award makes me very proud of the work that I do."

Georgia, originally from London, moved to Newcastle to study at Northumbria. She added: "Initially I found university very

hard as a mature student but, with the support of some of the lecturers, who encouraged and supported me through the work and course, I was able to achieve the diploma in 1993. My experiences enabled me to make the decision I was not going to return to London and I remained in the North East."

Our School provides a Social Work course that has received commendation from the professional body of Social Work. It was also given the highest rating of any qualifying Social Work programmes in the North East in The Guardian University Guide 2009. Students combine academic study with Social Work placements and learn alongside other professional groups, such as nurses and occupational therapists.

LIFELONG LEARNING

New research shows how deep the impact of lifelong learning can be on hard-to-reach lives.

Greater confidence, enhanced self-esteem, a new positive self-image and a stronger sense of belonging – these are the findings of a new research project which looked into the benefits of lifelong learning.

“When people talk about lifelong learning, they often associate it with outcomes such as skill acquisition and employability,” says Dr Mick Hill, Programme Manager and Principal Lecturer in Post-qualifying and Postgraduate Health at HCES. “In this study, however, we attempted to capture evidence of less tangible, secondary gains such as friendship,

social support, health, wellbeing and social capital. What we found was overwhelmingly positive, with almost all the people we assessed saying they that they’d experienced personal growth as a consequence of participation.”

The research study looked at people engaged in various lifelong learning projects in Chester-le-Street. The projects included educational programmes, specific skills training, ongoing support and remedial interventions in the health field (including mental health), locality-based neighbourhood projects, and organisations providing a mix of all these interventions.

“We undertook both focus groups and individual narrative interviews,” says Dr Hill.

“Thematic analysis of the focus group data revealed participants gaining a positive sense of identity and belonging while also showing strong evidence of personal growth that enabled participants to make positive choices when facing challenging life circumstances. Many participants identified the pivotal role of provider organisations in giving their lives a sense of purpose and meaning.”

The research report, *The Social Capital Impacts of a Community-based Approach to Lifelong Learning and Community Development* by Dr Mick Hill and Simon Westrip, was recently released at a launch event in Chester-le-Street and received a very positive response from all of those who attended.



SPOT LIGHT ON...

Each edition we like to showcase current students, employers or our stakeholders. This time, we introduce you to Bernie Wells, a student studying on our CPD Framework of programmes.

What was it about this CPD course that particularly appealed?

I work full-time as a paramedic. I was attracted to the course because of the relevance to my area of practice and the wide choice of modules on offer. There was also a great deal of flexibility in fitting these around my work pattern.

Have you found it difficult to balance your workload with your studies and home life?

Yes, there have been times when it has been difficult to fit everything in, especially working shifts and holidays. My only advice would be to voice any concerns to a tutor as soon as possible, as there has never been a situation that we haven't been able to resolve.

In what way has your study been useful or meaningful in your work?

From the first study day, I have taken my learning and been able to use it in the field immediately. Each module has increased my abilities and, just as importantly, my confidence. The course has been hard work but there is always something to gain from every session and the opportunity to put learning to practical use reinforces the whole learning experience.

What's your favourite thing about University?

Easy access, excellent library facilities and help facilities.

For more information on CPD, please visit www.northumbria.ac.uk/CPD

DEBATING EDUCATION REFORM

Sophie Cole, Programme Leader of the PGCE Secondary Art Programme invited Tim Oates, a Government Policy Advisor, to deliver a lecture on 'Protecting the innocent: The ethics of mass innovation in education and training' to a cohort of students from the Professional Studies programme for secondary trainee teachers.

Tim, who is also Head of Research and Development at Cambridge University Examinations Syndicate, has recently authored a paper, 'Could do better: Using international comparisons to refine the National Curriculum in England', that has been crucial to the Coalition Government's ideas on education, which were laid out in 'The Importance of Teaching: The Schools White Paper 2010'.

Once Head of Research at the Qualifications and Curriculum Authority, Tim wrote the paper, with a foreword by Rt Hon Michael Gove, Secretary of State for

Education, with regard to making our National Curriculum internationally comparable and competitive. It has been highly influential in the forming of ideas on policy and now on curriculum reform. Tim now heads the expert panel advising on this reform.

During Tim's lecture, the audience received a detailed and substantiated outline of the potential changes to the curriculum, what the Coalition's priorities are and the types of research they are using to inform their decision making. He delivered a highly current and contentious session, demonstrating how a strong argument is made even more secure by underpinning practice with theory and research.

Tim made the argument for a subject-centred National Curriculum, where only core subjects would be an entitlement, but where a wider school curriculum would ensure that the arts, sports and vocational subjects would be catered for, and required by OFSTED. As most of the student audience were from those subjects not expected to be in the new National Curriculum/English Baccalaureate, there were plenty of questions and statements articulating a very strong defence.

Tim was very impressed with the questions asked by the attendees after his lecture, and said that they would be taken very seriously and would certainly influence thinking and opinion on the expert panel.

One student said: "Tim has such a wide and balanced outlook on educational issues, perhaps curriculum developments are safe in his hands, but his critical approach has inspired me take part in the national consultation to ensure the arts are secured and not pushed out, as has happened in other countries and the primary curriculum. This government must take account of the pupil and teacher voice as well as the academic."



Conference:

Ensuring quality "Health for all"
for people with a learning disability
23 February 2011, 8.30am–5pm
Room E101, Coach Lane Campus

Postgraduate Study and Research Event

2 March 2011, 12–2pm and 4–6pm
Students' Union, City Campus

Joint Honours Post Application Open Day

25 March 2011, 10am–12.30pm
Room E101, Coach Lane Campus

Public Lecture:

Dr Peter Carter OBE MCIPD,
Chief Executive and General Secretary,
Royal College of Nursing
29 March 2011, 5pm
Room 022, Clinical Skills Centre,
Coach Lane Campus

Taster Course:

Every child matters:
The role of the children's nurse
11 April 2011, 10am–1pm
Rooms 018, 020, 021, Clinical Skills Centre,
Coach Lane Campus

For more information on forthcoming
events please email
alice.andreasen@northumbria.ac.uk

NEWSFLASHES

We are delighted to announce that the new Associate Dean for Learning and Teaching and Student Experience is **Dr Linda Prescott-Clements**. Linda gained her PhD in Clinical Virology at Edinburgh University in 1997 and she is currently studying for a PhD in Health Professions Education at the University of Maastricht. Linda is currently employed at the NHS Education Scotland as a Programme Lead for Education, and has been in this post since 2007. She will begin her post for us in late February 2011.

We are pleased to have a new academic staff member **Tony Ross**, Senior Lecturer in Mental Health Nursing, working in Pre-registration Health and Postgraduate and Post-qualifying Studies.

Shelina Visram, a Postgraduate Associate in CHESs Research Centre at HCES, entered the Lancet International essay competition, and although not one of the final winners, was one of the 30 shortlisted and the only person from the UK who was chosen. Shelina's achievement was honoured late last year at the First Global Symposium on Health Systems Research in Geneva.

If you have any comments or would like to submit an article, please contact **Alice Andreasen** on alice.andreasen@northumbria.ac.uk.



School of Health, Community
& Education Studies