CAESAREAN SECTION USE HAS ALMOST DOUBLED GLOBALLY SINCE 2000

SOCIAL MEDIA:
IS IT REALLY TO BLAME FOR YOUNG PEOPLE BEING LONELIER THAN ANY OTHER AGE GROUP?

NEW ROLE MEANS BRIGHT FUTURE FOR NURSING WORKFORCE
Welcome to Issue 10 of UCLan’s Faculty of Health and Wellbeing newsletter. I’m delighted to share our latest news and developments from what has been an exciting time for the faculty.

In Health, some of the highlights include contributing to a global series on caesarean sections, to treating doctors and nurses at our local hospitals, to an award for gender equality.

In Sport and Wellbeing, one of our students has been recognised as a Higher Education Hero and we’ve hosted an athletics final which saw more than 600 local school children come to the university to take part in a friendly but competitive event.

In Social Work, Care and Community, we have signed an official agreement with a number of Youth Offending Teams in the North-West and highlighted significant disparity in child protection practices across the country.

I am sure you will enjoy reading about the fantastic work that is going on within our Faculty, and we would be delighted to hear from you if you have any questions or comments about the work we do here at the University of Central Lancashire.

Professor Nigel Harrison, Executive Dean of the Faculty of Health and Wellbeing, UCLan
UCLan’s Professor in Midwifery Studies, Soo Downe, recently met with the President of Malta, Marie-Louise Coleiro Preca, to discuss the further funding of two European Cooperation in Science & Technology (COST) projects that she has led over the last eight years.

The COST Action IS1405 “Building Intrapartum Research Through Health – an interdisciplinary whole system approach to understanding and contextualising physiological labour and birth (BIRTH)” has successfully embarked on bringing together numerous stakeholders – scholars in the field, practitioners, scientists, professionals, activists, political stakeholders and service users from across Europe and widely beyond.

The work has been focused on five key areas:

1. Biomedicine (epigenetics and the hygiene hypothesis)
2. Biomechanics (maternal and fetal movement)
3. Socio-cultural perspectives (social expectations and experiences, including marginalised and migrant populations)
4. Organizational perspectives (the effect of organizational contexts and cultures on variation in rates of childbirth interventions)

President Preca commented on Facebook, “I would like to thank the team behind COST Action IS1405 - “From Birth to Health,” for the work they have done, over the past eight years, to generate essential and much-needed research.

“I would like to encourage them to take this research, and use it to raise the political profile around this issue, as they are in a perfect position to provide the politicians and policy-makers of our nations with the relevant resources, to improve the wellbeing of expectant mothers.

“All of our countries have a clear responsibility, to safeguard and to protect every mother. For this reason, let me recommend that this research is a first step, to create an EU-wide Observatory on holistic and equitable Maternal Healthcare.”

Professor Downe added: “Our Action was about finding out what works in ensuring optimal outcomes for mothers and babies and families, and on bringing all maternity services in Europe up to the level of the best. We are honoured at the interest shown in our work by Her Excellency President Preca, and very excited at the opportunity to continue to influence actual service provision in the future.”
The Lancet: Caesarean section use has almost doubled globally since 2000

UCLan researchers contribute to global series

Globally, the number of babies born by caesarean section (C-section) almost doubled between 2000 and 2015 – from 12% to 21% of all births – according to a series of three papers published in The Lancet and launched at the International Federation of Gynecology and Obstetrics (FIGO) World Congress in Brazil.

Researchers from UCLan have contributed to this global Series, published in October, as well as new World Health Organisation (WHO) guidelines on optimising C-sections.

Population rates above 10-15% are considered excessive of health benefits. The Series authors estimate that more than one in four countries in 2015 did not use C-section enough (28%, 47/169 countries), while the majority of countries used C-section above the recommended level (63%, 106/169 countries). In at least 15 countries C-section rates exceed 40%.

"Pregnancy and labour are normal processes, which occur safely in most cases. The large increases in C-section use – mostly in richer countries for non-medical purposes – are concerning because of the associated risks for women and children. C-sections can create complications and side effects for mothers and babies, and we call on healthcare professionals, hospitals, funders and families to only intervene in this way when it is medically required," said Series lead Dr Marleen Temmerman, Aga Khan University, Kenya.

"In cases where complications do occur, C-sections save lives, and we must increase accessibility in poorer regions, making C-sections universally available."

Tackling overuse of C-section

Dr Carol Kingdon and Professor Soo Downe from the School of Community Health and Midwifery contributed to the third paper in the Series, which examines interventions to reduce unnecessary caesarean sections in healthy women and babies.

Dr Kingdon said: “Our research shows the drivers of C-section overuse are complex, dynamic and partly context-specific. Women’s, communities and population factors all interact with professional norms, beliefs and values, within complex health systems. This helps to explain why so few interventions have been effective in reducing the frequency of unnecessary caesareans.”

In their paper, UCLan and WHO researchers recommend further research to study relaxation training, childbirth training workshops, educational lectures and brochures, and meeting with health professionals to promote supportive relationships, collaboration and respect. As well as improved education, guidelines and communication, second-opinion policies for healthcare professionals may also be helpful to address influences on physicians, such as women’s requests, convenience, financial incentives, and fear of litigation.

Professor Downe said: “Optimising C-section use is of global concern. Underuse leads to higher stillbirth rates and should remain a global health priority, but the findings in this Lancet Series show that overuse can be harmful to both mother and baby, and uses resources that should be targeted on women and babies who need lifesaving surgery and treatment. Therefore, to reach optimum level of C-section use around the world, both ends of the spectrum need to be addressed.

"Our research shows that around the world, there is general support from clinical staff for the idea that increasing support for women to have a physiological (natural) birth, and providing focused antenatal education to help women to do this, as well as providing labour companionship and midwifery led care, are all likely to improve quality of care and outcomes and reduce unnecessary interventions."

The new WHO guidelines propose recommendations to reduce unnecessary C-sections, including informing women of the benefits and risks of C-sections, matching costs for C-section and vaginal birth in private and public hospitals, and ensuring hospitals publish their annual C-section rates.
UCLan midwifery degree programmes have been handed the prestigious Unicef UK Baby Friendly Award.

UCLan is the most recent university to gain recognition from Unicef UK for the high levels of education in breastfeeding provided to students on its midwifery and health visiting courses. Instigated by Professor Fiona Dykes, lead of UCLan’s Maternal and Infant Nutrition and Nurture Unit (MAINN), the midwifery lecturing staff and students have worked hard to implement high standards of infant nutrition and nurture training and care.

“We focused on implementing the Baby Friendly Initiative to ensure a high standard of training in breastfeeding for all student midwives and health visitors graduating from this course,” said Megan Blease, BFI co-lead and midwifery lecturer.

Anna Byrom, BFI co-lead and senior midwifery lecturer, commented: “Following on from the success of the specialist community health nurse practitioner health visitor programme, it is wonderful to celebrate full Unicef UK BFI accreditation for our midwifery courses.

“We know that many women give up breastfeeding before they want to because of difficulties which could have been prevented if skilled help had been on hand. By ensuring that our students are fully trained in how to help a mother breastfeed her child, more women will be able to breastfeed their babies for longer.”

Professor Fiona Dykes added: “Breastfeeding protects babies against a wide range of serious illnesses in infancy and childhood and reduces the mother’s risk of some cancers [...] However a mother decides to feed her baby, she can be sure that she will be supported to form a strong loving relationship with her newborn – through having early and continued skin to skin contact and understanding how her baby communicates with her and needs her to respond.”

The Baby Friendly Initiative, set up by Unicef and the World Health Organisation, is a global programme which provides a practical and effective way for health services to improve the care provided for all mothers and babies. In the UK, the initiative works with UK public services to protect, promote, and support breastfeeding and to strengthen mother-baby and family relationships. Support for these relationships is important for all babies, not only those who are breastfed.

The Unicef UK Baby Friendly University Award was launched in the UK in 2008 – the first such award anywhere in the world, in order to ensure high levels of education in breastfeeding are incorporated in midwifery and health visitor training courses. The University Award recognises that a university has implemented best practice in breastfeeding education, and has passed a thorough rigorous external assessment by Unicef UK staff.

Programme Director for Unicef UK Baby Friendly Initiative Sue Ashmore said: “We are delighted that University of Central Lancashire has received this award.

“Surveys show us that most mothers want to breastfeed but don’t always get the support they need. Becoming Baby Friendly Accredited means that the University of Central Lancashire is addressing this problem and aiming to ensure more mothers can successfully breastfeed their babies in future.”

“Breastfeeding protects babies against a wide range of serious illnesses in infancy and childhood and reduces the mother’s risk of some cancers.”
Students from the Faculty of Health have taken part in their annual trip to Kenya to continue their education and raise funds for the MaaChild charity.

MaaChild helps support children in the Maasai community by providing educational bursaries to help them go to secondary school, and nine members of the BSc (Hons) Midwifery and BSc (Hons) Nursing courses travelled to Africa to aid the cause.

Before the visit, the UCLan students had raised more than £2,700 and it will help to fund children through four years of secondary education, plus paying for 52 mattresses, blankets and mosquito nets for a bunk bed project at a primary school. The figure was almost double last year’s total.

Therese Green, a UCLan graduate and the founder of MaaChild, said: “In combination with sustaining the work of MaaChild, the visit provided access to a unique environment and culture for learning, personal growth and fun for everyone.

“The UCLan students experienced first-hand the work of MaaChild and engaged fully with the Maasai community we are supporting. The students provided the community with inspiration and hope for the future whilst also respecting and learning from the local Maasai themselves.

“On behalf of MaaChild and the local community we support I want to say a huge thank you to the UCLan staff and students for your support, kindness and for giving your all on this trip.”

The students helped with the purchasing and distributing of various resources to the current secondary school students, as well as the Kimana Health Clinic and the primary school bunk bed project.

Therrylynne Babolcsay explained how important the trip is for the students, adding: "This is a really significant trip for the education and development of our students as they are able to get fully immersed into the Maasai way of life. They gain an understanding and appreciation of other cultures and challenges faced particularly in relation to health and wellbeing.

“All of the students did some teaching for volunteer health care workers, and spent time in small groups chatting to women and children about their life in a Maasai homestead.

“Women and children are the most vulnerable members of the tribe, and it is important to understand that education is the foundation upon which to build confidence and influence future change."

The qualification is ideal for the aspiring health champions on the course who wish to improve the health and wellbeing of people in their local community by motivating and encouraging them to make positive lifestyle choices.
Technology-loving pupils from schools in Lancashire and South Cumbria visited UCLan for a fun-packed day to celebrate the 70th anniversary of the NHS.

The students, who were invited by Healthier Lancashire and South Cumbria, got the chance to experience the Tim Peake Space Bus, courtesy of Samsung. They also took part in workshops, quizzes and competitions throughout the day. They were some of the first young people in the country to test out a new health and care app for the NHS called the Orb, which is being piloted in Lancashire and South Cumbria.

Patryk Witkowski, a Year 9 pupil from Ashton Community Science College in Preston, said: “The Tim Peake Space Bus was great because the design inside makes it look just like the International Space Station. When we put the virtual reality goggles on it was amazing because you could see and experience all the different parts which made up the journey back to Earth.”

Additionally, they had a go on an interactive virtual reality game being developed by the team at UCLan and took part in a session with Amazon Web Services (AWS) to inspire them about where new technology and innovation can take us.

The AWS session included the use of Alexa voice technology and the pupils were asked to come up with ideas about what health and care will look like in the future, which will later be turned into an animation by the team at the University.

Dr Amanda Thornton, Digital Health Clinical Lead for Healthier Lancashire and South Cumbria, said: “This event was a great opportunity to work with one of our partner universities to involve a group of young people in developing the technology which will support health and care in the future and to capture their creativity and ideas. We want everyone to feel part of the future of the NHS – from school children to their grandparents. We want to empower every person to feel confident and capable of making informed decisions about their health and wellbeing and technology is already playing an important part in supporting this.”

The event was the culmination of a Digital Healthy Schools project, which is an education programme rolled out to more than 1,000 pupils in 20 secondary schools across the region over the past six months. Through assemblies and hands-on workshops, pupils have been encouraged to learn more about health whilst exploring apps, which can be used to support people in PHSE and science lessons. Pupils have been given advice on what to look for in an app including safety and data security. They also had access to an app comparison site, featuring apps evaluated against 150 criteria and suitable for children.

The programme was devised and run by ORCHA, which is a leading health app evaluation and advisor organisation, home to the world’s biggest health app comparison site, and part of NHS England’s National Innovation Accelerator Programme.

Since the start of the programme in February 2018, pupils have discovered and downloaded more than 88 different apps on their phones and 50% of pupils who participated now use a health app. Pupils have reported changing a range of behaviours, from swapping car journeys to walking, drinking more water and going to bed earlier.

To find out about the work of Healthier Lancashire and South Cumbria, visit: www.healthierlsc.co.uk

The Post Graduate Certificate in Health and Social Education has successfully gained accreditation from Advance HE (formerly Higher Education Academy) for the award of Fellow of the Higher Education Academy (FHEA) Descriptor 2(D2) earlier this year. The course is aligned to the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF). The accreditation allows staff to claim recognition as a HEA Fellow.

The course team which includes colleagues from Centre for Excellence in Learning and Teaching (CELT) and Sarla Gandhi from the Faculty of Health and Wellbeing, worked tirelessly through the early part of 2018 to get the accreditation paperwork in on time. Feedback from Advance HE thanked the course team for our ‘positive and active engagement with the accreditation process’.

The aims of the Health and Social Care Education course are to prepare and develop nurses and midwives who will facilitate, supervise and assess students and critically appraise and evaluate practice teaching from operational and strategic perspectives.

This course is also currently validated by the Nursing and Midwifery Council (NMC) for the award of NMC Teacher with that validation running until August 2020.
An exciting new nursing role has been introduced in Cumbria to help grow the future workforce and support staff development.

21 health care assistants from Cumbria Partnership NHS Foundation Trust (CPFT) and North Cumbria University Hospitals NHS Trust (NCUH) have now started their Nursing Associate Apprenticeships.

This new role will bridge the gap between health and care support workers and registered nurses. It allows support workers to build on their existing knowledge, skills and experience through a two year, practical programme, and gain a foundation degree level qualification.

The apprenticeship is being delivered in partnership with UCLan. The apprentices will spend one day per week attending university at Westlakes Campus, with the rest of their time in the workplace.

Gill Long, head of nursing for clinical education, explained: "I’m really excited for our apprentices and proud of every one of them for getting to where they are. They will be crucial to our future workforce and it’s brilliant to be ‘growing our own’ staff. The apprentices all work as health care assistants at CPFT or NCUH and it’s great to be able to help them grow, develop their skills, take on more responsibility and receive the recognition they deserve by gaining a qualification at the end of it."

"We’re confident that the apprenticeships will help us to attract new recruits in the future but also help us retain staff who want to progress. Going to university to study nursing isn’t an option for everyone but apprenticeships give our staff the opportunity to gain new skills and work in a variety of roles at the same time – which is fantastic."

Tony Gill, course leader at UCLan, added: "I am immensely proud and privileged to embark on this journey with our new partners. This is an exciting time that values people and gives them a unique opportunity to change and influence the face of nursing. They will ensure high quality care is delivered with kindness and compassion."

The apprentices’ new skills will be used to support teams across the acute hospitals, mental health and community services. Each apprentice will have a team where they spend most of their time but will also do placements with other teams across both trusts to gain a wide range of skills and experience including adult, children’s, mental health, and learning disability nursing.

Lisa Monan has worked as a health care assistant for 20 years but decided to apply for the apprenticeship following encouragement from her team. Lisa, who works in theatre at the West Cumberland Hospital, Whitehaven, said: "I really like the idea of gaining a qualification through practical, work based learning. At the end of the two years I can decide if I want to go on to become a registered nurse, it’s great to have that option. I’m really proud to be part of these new apprenticeships."

Catherine Little works at the Cumberland Infirmary, Carlisle and is also starting an apprenticeship: "I’m looking forward to working on different placements, gaining lots of experience and having more responsibility. With my new skills I will be able to provide even more support to my team. This is a perfect route into nursing for me – I can get a qualification without debt."

Linda Bennets, associate director of nursing for mental health, added: "These apprentices are the future for nursing in Cumbria. They are paving the way for others to take on this role and we’re all excited about the journey they are starting. Nursing is a fantastic career – there isn’t a day goes by where I’m not proud to be a nurse."

"We need to embrace new opportunities to meet the changing needs of our communities in Cumbria and the nursing associate apprenticeships are the perfect example of how we’re doing that. We’re always striving for excellent care and we can only do that by developing the skills of our staff and encouraging them to grow."

The nursing associate apprenticeship is being piloted across the country following successful initial pilots to help build the capacity and capability of the nursing workforce. Once qualified, the nursing associates will register with the Nursing and Midwifery Council and take on more duties than in their previous roles, enabling registered nurses to spend more time on the assessment and care associated with complex needs. Nursing associates will play an important role within a nursing team and those who wish to progress further will be able to go on to complete their nursing training.

The nursing associate apprenticeship is being delivered in partnership with UCLan’s Westlakes Campus.

Nursing Associate Apprenticeships to be delivered in partnership with UCLan’s Westlakes Campus

The apprenticeship is being delivered in partnership with UCLan. The apprentices will spend one day per week attending university at Westlakes Campus, with the rest of their time in the workplace.
UCLan was delighted to host the North West Community of Practice event for the Nursing Associates across the region. Organised by Professor Karen Wright and Katie Robinson (LCFT), attendees from a number of HEIs and Trusts collectively shared good practice and looked to the future for these new and inspiring trainee nurse associates.

Trainee Nurse Associates (TNA’s) from UCLan presented three times during a rotating workshop style event, and spoke confidently and professionally about their journey and their aspirations. They spoke about the poster they developed, which has been displayed at the European Mental Health Conference in Croatia and a National RCN conference.

UCLan currently has two cohorts of TNAs. The first group will qualify in March 2019 and will be some of the first in the country to take on this pioneering role. The group includes Health Care Assistants from East Lancashire Hospital Trust, Lancashire Care Trust, and Blackpool Teaching Hospitals. The second cohort commenced in June 2018.

UCLan student nurses have once again shown their caring nature by raising vital funds for fellow nurses.

The students and staff from UCLan’s School of Nursing have raised £500 for the Royal College of Nursing (RCN) Benevolent Fund and £150 for the Florence Nightingale Foundation.

They organised a range of fundraising activities during the year, including a raffle and a cake sale.

Cecilia Anim, RCN President, visited the University recently to receive the donations and was presented with a bouquet of flowers by Senior Lecturer Sabina Gerrard, who has been integral to the annual fundraising efforts.

Cecilia said: “I would like to say thank you for all that you do for the nursing community. Each year, you go the extra mile to support nursing staff who desperately need our help. I’m always inspired by your fundraising efforts and I’m immensely proud of you all.”

“Your hard work and determination not only helps nurses in need, wherever they are around the world, but this also helps you to grow the nursing voice within your University.”

Nicola Birtwistle, a second year BSc (Hons) Adult Nursing student, was one of the fundraisers. She said: “I volunteered my time to help out on Nurses’ Day not only to raise funds but to try to make a contribution to the nursing community on campus. I feel more involved now and I love to see people enjoying my baking.”

The RCN President met a group of students and nursing staff during her afternoon on the Preston Campus.

Professor Karen Wright, Head of the School of Nursing, added: “Every year our caring and compassionate students go above and beyond to raise money for the RCN. I am always very proud of their efforts and I know their annual fundraising is appreciated by everyone at the RCN. The willingness to help others shows what wonderful nurses they will be.”
Tasty Treats for Hospital Staff Thanks to UCLan

Staff from Royal Preston Hospital received an unexpected treat on UCLan’s annual Acts of Kindness (AOK) Day, after visitors from the university arrived with gift bags of hot drinks and biscuits to thank them for their hard work.

The UCLan contingent visited 36 wards around the hospital to share the tasty treats with a variety of staff including doctors, nurses and health care assistants.

It was part of UCLan’s third annual AOK Day, which is organised by a cross-section of staff and students with the aim of promoting kindness across the city. Other kindness acts included greeting people at Preston Railway Station with flowers and goody bags and on-campus activities such as the Kindness Kabin, Kindness Awards and relaxation workshops.

Dr Lorraine Dacre-Pool, Senior Lecturer in Employability, was the event’s main organiser. She said: “The whole University got behind the initiative and people were overwhelmed by the many meaningful gestures made by colleagues and friends. To then take this out into the community and thank our front-line NHS staff for everything they do, particularly in its 70th year, was fantastic.”

Gail Naylor, Nursing, Midwifery and Allied Health Professionals Director at Lancashire Teaching Hospitals NHS Foundation Trust, said: “This was a really pleasant and humbling act from the UCLan team and we really appreciate them thinking of us and our hard working staff so I’d personally like to thank them for that. I know how much colleagues appreciated the thoughtful surprise and I hope this goes to show what a morale boost a little kindness can give to everyone.”

The event proved to be very popular on Twitter as people shared their kindness experiences on the day through the hashtag #UCLanAOK. Comments on Twitter included:

“So @UCLan, #UCLanAok and my team have filled me with love, cakes, bagels, corned beef pie, tray bakes, Percy Pigs and faith in human nature!”

“@UCLan #UCLanAOK what a lovely welcome today as I walked into work (and I got a balloon). Have passed the cupcake etc on to my colleagues and have lots of chocolate for my students. Today is going to be a good day!”
**‘CO-PRODUCTION’ IN MENTAL HEALTHCARE DELIVERY**

**‘CO PRODUCTION’ IN THE DESIGN AND DELIVERY OF MENTAL HEALTHCARE WAS THE CENTRAL THEME AT CREATIVE WELLBEING EVENT HOSTED BY THE DESIGN IN MENTAL HEALTH NETWORK (DIMHN) IN JUNE AT LONDON’S DRAGON CAFÉ IN DOROUGH.**

UCLan’s Professor of Democratic Mental Health Mick McKeown and Professor Karen Wright launched their new book, Essentials of Mental Health Nursing at the event, explaining that ‘co-production was the vision behind the book.’

The innovative textbook involves student nurses and service-users among its authors and production team. The chapter on environments was written by DIMHN President, Joe Forster, and two service-users; Dr Rob MacDonald and Ian Callaghan, along with student nurse, Sarah Loughran.

The book features both DIMHN and Mental Fight Club, which runs the Dragon Café, and whose late founder, Sarah Wheeler as exemplars of co-production.

At the event, there were speeches from Joe Forster and Mick McKeown. There was a presentation for a certificate and book to Declan McGill, who is the Mental Fight Club’s communications manager.

Sarah Loughran, now a staff nurse with Cheshire and Wirrell Partnership NHS Foundation Trust, explained: “Whilst our chapter is just one of 40 in this extensive book, it provides a fifth of the entries for ‘co-production’ in the index.

**TECTURERS WIN MOST SUPPORTIVE STAFF AWARD**

Three UCLan senior lecturers have been awarded the ‘Most Supportive Staff 2018 Award’ by East Lancashire Hospital Trust after being nominated by the September 2015 BSc Adult Nursing student cohort.

The Nursing lecturers, Sam Pollitt, Tara Brookes and Sarah Shillitoe, were put forward by their students after a consolidation event for final year students after their internship placements at East Lancashire Practice Educator Facilitators (PEF). The PEF team uses this as an opportunity for the students and themselves to say thank you to everyone who has contributed to their training and more specifically, their time at the trust.

Tara Brookes commented: “We were all delighted to have been acknowledged to have made a difference and for our support of the students and the fact that the students themselves have nominated us makes this even more meaningful.”

There is no restriction on who the students can nominate as very often some of the people who have been the most supportive have been from a variety of different services, clinical areas and multi-disciplinary roles, previously nominated staff have included Mentors, Health Care Assistants, and the Deputy Chief Nurse.

Andrew Keavy, PEF at East Lancashire Trust said: “This is only the second occasion in five years that some of the tutors have been nominated...all three of you must have made a real difference for this intake.”

Pictured top to bottom: Sam Pollitt, Tara Brookes and Sarah Shillitoe
UCLAN LAUNCH EHR SIMULATION PROGRAMME TO TRAIN THE DIGITAL WORKFORCE OF THE FUTURE

The Department of Health has outlined the need for a digitally enabled training course to prepare the workforce of the future. In September 2018, UCLan went live with the first phase of a new clinical simulation programme using EMIS Web to meet this need.

The course launched in September with an aim of training both pre and post-registration students in the use of electronic health records (EHR) through clinical simulation. Dr Beverley Ellis, principal lecturer in health informatics and co-research and innovation lead, School of Health Sciences at UCLan, believes that the training: "will ensure students leave with the skills and knowledge to meet the NHS aim of a digital and joined-up service." She explained that: "The University worked closely with EMIS Health to create a web based system, which met both our criteria and that of the NHS by training a digitally enabled workforce."

A COURSE FOR THE FUTURE OF HEALTHCARE

The new programme currently gives University staff access to the EMIS Web EHR system in a training environment. In its next stage, the EMIS Web training suite will be available to all students on the university’s physiotherapy, return to nursing and midwifery courses. This ensures that the content can be tested on a mix of new and return-to-practice students. If successful the training will be rolled out across all UCLan’s pre and post-registration courses.

Ian Bailey, head of product management and clinical lead at EMIS Health, worked with Beverley to get the programme up and running. A district nurse by background, Ian understands how important it is that the NHS workforce has the necessary skills to enable the delivery of high quality patient care using the most up to date tools and methods. Ian told us, "Working as a district nurse I know first hand how important this type of training is for anyone working in the frontline of healthcare. For it to be available to students before they go out into real-world scenarios is a huge benefit not just for them as individuals but for the wider NHS too."

"Clinical simulation training with EMIS Web will ensure that students are fully capable, and know how to approach record keeping in an electronic format."

BEVERLEY ELLIS
PRINCIPAL LECTURER IN HEALTH INFORMATICS AND CO-RESEARCH AND INNOVATION LEAD, SCHOOL OF HEALTH SCIENCES

A REALISTIC TRAINING SUITE FOR A COMPLIANT WORKFORCE

The use of EHR systems has increased significantly in the last decade. This course will help educate students on EHR and clinical systems to properly prepare them for working in healthcare.

"Clinical systems are now widely used across the NHS and are a vital tool for everyone involved in the delivery of patient care."

IAN BAILEY
HEAD OF PRODUCT MANAGEMENT AND CLINICAL LEAD AT EMIS HEALTH

Replicating realistic scenarios in EMIS Web ensures that students are familiar with how to use electronic health records when they enter the workforce. Beverley explained that: "Lecturers have adapted simulation cases that they’d usually teach in a paper format and embedded these into EMIS Web." Students, therefore, will have a chance to work through real-world scenarios in a safe and secure training environment.

The project has been designed with The Academy of Medical Royal Colleges professional records standards in mind.

These standards will be embedded into relevant teaching materials to ensure that students are compliant with information governance (IG), General Data Protection Regulation (GDPR), and professional record keeping.

LOOKING TO THE FUTURE

The new programme will help to encourage joined-up working by showing students how EHR systems make it easier and safer to share relevant patient information with other clinicians. Students will learn how and when they can use EHR systems to share data and work more closely with other teams. For example, the course will help to identify when a physiotherapist might link to another clinician by providing an update of a patient. Beverley explained that this will help students to "develop a multi-disciplinary approach to care before they head out into real-world scenarios’ vital for the provision of integrated care and support."

"This is a fantastic programme and we’re proud to be working with UCLan to ensure that the NHS workforce of the future has the digital skills and competencies needed to deliver high quality patient care."

IAN BAILEY
HEAD OF PRODUCT MANAGEMENT AND CLINICAL LEAD AT EMIS HEALTH

With the NHS moving closer to fully digitised and more joined-up healthcare, ensuring students enter the workspace trained in using EHR systems is key. UCLan hopes that this course will really stretch students in regards to what the future may hold and prepare them for what a digital NHS may involve. The course will be evaluated at the end of the year and if successful it’s hoped that the programme will be rolled out nationally.
A UCLan student won the Best Poster Presentation Award at the 2018 NIHR CLAHRC Career Development Conference in London. MSc student, Paul Boland investigated the barriers and enablers of using electrically assisted bikes (e-bikes) in the development of stroke rehabilitation. E-bikes have been shown to be an alternative form of physical activity for sedentary individuals and those with physical limitations.

Equipped with a battery and a motor, e-bikes provide electrical assistance whilst pedalling making easier for people to cycle long distances with minimal effort. Therefore e-bikes have the potential to mitigate some of the barriers that stroke survivors face as a result of impairment.

Working alongside Dr Jessie Janssen, Dr Louise Connell and Dr Clare Thetford, the study followed stroke survivors before, during and after a three-month loan of an e-bike to understand the reasons why the stroke population might not want to use the e-bikes, what they liked about the e-bikes and what can be done to encourage greater participation.

The COM-B model for behaviour change was used to analyse the findings. Physical impairment, knowledge about the e-bike and fear as a negative emotion were seen as barriers to using the e-bike. The positive effect on fatigue, social support and the belief that the e-bike use was an enjoyable mode of physical activity and good for their health were facilitators. Additional training and education around e-bike use were proposed to overcome barriers.

Paul explained: “The findings of this research could provide a basis for the development of future rehabilitation interventions for stroke survivors utilising e-bikes.”

Hosted by CLAHRC North Thames, CLAHRC Northwest London and CLAHRC South London, the aim of the conference was to encourage NIHR CLAHRC PhD students, fellows, early career researchers and research assistants from across the country to collaborate and learn about the challenges and opportunities involved in developing a career in applied health and care research.
Young people are lonelier than all other age groups, according to recent findings from the BBC Loneliness Experiment. In a survey of more than 55,000 people, 40% of 16- to 24-year-olds reported feeling lonely often or very often. This trend for high youth loneliness has also been captured in other national surveys by the Office for National Statistics in 2017 and the Eden Project in 2015.

Loneliness is typically associated with older generations, who may live alone or be less capable of getting out and about. But young people can experience loneliness despite having friends, being surrounded by people at school or having supportive parents. This indicates that youth loneliness is more about finding it difficult to connect with other people, as opposed to being alone.

There are more opportunities today to connect with others than ever before: social media, instant messaging and even online gaming all allow people to share messages and experiences without being in the same place at the same time. But research has shown that high use of the internet is linked to loneliness, social anxiety and depression. Young people are the highest users of social media, and some have raised concerns about the impact that might be having on their mental health.

For instance, in her book Alone Together, MIT psychologist Sherry Turkle has argued that people are beginning to favour communicating with others using new technologies over speaking face to face. She argues that online communication lacks intimacy, and though we might feel we are constantly connected or in the loop, it actually leaves us feeling alone.

Depends how you use it

When my colleagues at the University of Chicago and I conducted a review of the research linking loneliness to internet use, we found that using the internet socially can lead to both increases and decreases in loneliness - depending on how it is used.

When social technologies are used to connect with people and maintain existing relationships, they can reduce loneliness. But when internet use replaces offline interactions with others, it can increase feelings of loneliness. To fully understand the relationship between loneliness and social media, it's important to be aware of how people behave when they are lonely.

The BBC Loneliness Study found that 41% of people felt that loneliness can sometimes be a positive experience. Periods of time spent alone can be important to promote self-care, reflection and creativity. In another study, my colleagues and I argue that loneliness is an important and useful feeling, because it lets us know when we lack social support and prompts us to reconnect with others.

But problems arise when our attempts to reach out to others are unsuccessful, and this is when loneliness is linked to poor mental and physical health. When people are lonely, it means they will seek ways to avoid being rejected or further isolated by others. This leads people to be particularly tuned into negative behaviours; for example, they will be more likely to notice feelings of anger and frustration in other people’s communications.

This focus on negative aspects of social communication can cause lonely people to remain quiet and reserved during social interactions. And if they remain lonely for a long period, they might avoid social gatherings altogether. These behaviours make lonely people more vulnerable when they use social technologies, because they are more likely to focus on negative information online, view content rather than share, and generally use social media in ways that continue to make them feel lonely - or makes those feelings even worse.

Changing your ways

The BBC Loneliness Study showed that lonely people have more friendships that are online only, indicating that they may go online to feel connected and may avoid face to face interactions with people. But research suggests that this is not always the case; some people may spend time online to communicate with family or friends who live too far away to meet up in person.

Young people who already feel lonely, are socially anxious, or have difficulties maintaining friendships are less likely to use social media in a positive and meaningful way. They may need support to change that, but it is possible to start by actively engaging with other people online, and avoiding spending too much time passively reading status updates or watching YouTube videos.

Of course, spending long periods online without interacting with others can aggravate feelings of loneliness. Communicating with others face-to-face is important, and everyone needs to make time for that. But we cannot blame social media for high levels of loneliness among young people, because smart phones and social media can be used in ways that allow us to feel connected with others, make new friends and share our experiences. Young people who feel lonely can address this problem by changing the way they use social media, so that it supplements the time they spend with others – rather than replacing it.

Article by Dr Rebecca Nowland, Research Fellow working in the Child and Family Health Research Group, referred to as SEaRCH (Supporting Evaluation and Research In Child and family Health) within the School of Nursing.

Published on theconversation.com 04/10/2018
Lecturers within the Faculty of Health have been using the latest Microsoft technology to advance their teaching skills.

Developed by Chris Melia (below), Faculty Learning Technologist, DigiLearn, is an institutional recognition framework that enables and empowers academic colleagues in sharing digital approaches, reflecting on practice and celebrating success.

Participants must start with the Practitioner route and progress upwards through the programme, with each stage acting as a pre-requisite for the next.

There are three core strands embedded across each level of award:

1. Engagement with the DigiLearn community in Microsoft Teams
2. Effective use of Microsoft Surface technology
3. Achievements on the Microsoft Educator Community (MIE/MIEE)

Along with these elements, each level holds its own set of unique additional criteria around sharing practice, initially at an internal faculty level (Practitioner) moving onto university level (Advocate) and finally, externally (Champion). Required evidence includes a combination of blog posts, written and video case studies, presentations and publications.

Each criterion across the framework are aligned to one or more of the five themes that define UCLan’s Learning and Teaching Strategy: Pedagogy, Learning environment, Accessibility, Curriculum, Employability and enterprise (PLACE).

Certificates are presented by the Faculty Executive Team at development days, where achievements can be shared and celebrated amongst colleagues. Lanyards have proved particularly popular and feature the awarded DigiLearn title and corresponding stripes providing a visual form of recognition which colleagues can wear with pride. The Open Badges have been added alongside existing MEC achievements to our colleagues LinkedIn profiles, as well as making regular appearances on email signatures.

The DigiLearn recognition programme pilot is still quite new to the Faculty, but the impact and momentum generated so far is extremely positive. There are already numerous award achievers across the Faculty, with a significant number of colleagues currently working towards their submissions.

DigiLearn is a perpetually evolving initiative, as more colleagues achieve recognition for their capabilities and worthwhile enhancements are identified and embedded. A bespoke professional academic practice framework will support the implementation phase of our ambitious Learning and Teaching Strategy and digital capabilities are fundamental to its success. The DigiLearn initiative has already become a recognised measure of personal achievement for academic colleagues alongside the benefits acknowledged by our students of being part of an active, digitally enabled learning community.

Assembling my evidence to meet criteria at the different levels was a useful and self-affirming process to go through. I am sure that many lecturing staff will already have achievements to meet the criteria. Each level on the DigiLearn scheme helps to expand digital learning skills and deepen reflection on practice.

I hope that it will bring greater recognition of the potential of digital learning technologies and techniques. I think that it will help staff not only to appreciate the fantastic work that they are already doing, but also to identify further innovations to add to their practice.

The DigiLearn recognition programme has not only motivated me to upskill and develop my technology enhanced teaching, it has also given credence to my long-established teaching practice.

I would strongly recommend that all colleagues at the university take up these opportunities. DigiLearn is celebratory in its nature and progressive in its purpose.
Common sports injuries can be treated by a portable tech-enabled lightweight device that has been developed by researchers at two universities to both cool, heat and compress muscles.

The Swellaway, a shin guard-type sheath mounted with a fan that clips around the affected body part, does not require ice, water or heavy items of equipment that are normally needed to treat such injuries.

Swellaway has the backing from professional footballer and ex-England international Wayne Rooney, who is the lead investor in the company that bears the product’s name.

The piece of kit allows physiotherapists and healthcare professionals to accurately treat injuries through controlled compression, combined with cooling and heating in a fully portable device for the first time.

Swellaway’s shareholders have sponsored a Knowledge Transfer Partnership (KTP) - where academic expertise is applied to private sector product development or work processes - so that Manchester Metropolitan University’s Professor James Selfe can work along Professor Jim Richards from UCLan to help develop the device.

Professor James Selfe, lead academic from Manchester Metropolitan, said: “Traditionally, there has been a lack of devices that provide all-in-one solutions to common sports injuries.”

“Our research will provide evidence as to what the best dose response is for the device. By the end of the project, we hope to have a number of protocols that will guide practitioners to optimum use of this device. We also hope to see improved patient outcomes as a result of its use.”

UCLan’s Professor of Biomechanics Jim Richards said: “The exploration of the interaction between temperature and pressure, using the Swellaway device, provides an opportunity to explore the optimisation of treatment through a better understanding of the relationship between these factors.”

Moving beyond POLICE

Ligament sprains and muscle strains are common injuries, especially in sports, and it is important that action is taken soon after they occur to prevent further complications.

Currently, healthcare professionals and physiotherapists use the "POLICE" method to manage injuries – standing for Protection, Optimal Loading, Ice, Compression, Elevation.

However, most evidence summaries suggest that there is weak evidence to support the interaction between cooling and compression. The Swellaway technology offers controlled compression combined with precise cooling and heating.

Manually operated by an attached control pad, the device accurately controls the temperature on the surface of the skin between 6°C and 40°C.

It can also control the rate of temperature increase and decrease, as well as control the level of compression. In addition, it can control re-warming after cold treatment. The company believes that it is these high levels of control that are key to successful rehabilitation.

The solution

To help take the product to market, the company needed a strong evidence base to highlight its benefits.

Over the past four years, Professor James Selfe and Professor Jim Richards have been working with the company by offering independent research and development consultancy. They are now at a stage where their team will be testing the product to see how well it works.

They will be working with a KTP Associate, Olivia Greenhalgh, to develop optimal clinical protocols by measuring the temperature of the device, the pressure applied, and the length of time that temperature and pressure are applied.

Having established these parameters, the team will then be able to determine the factors that produce the best treatment response.

For example, they will test whether the device is most effective when applied at cool temperatures with low pressures for a long period of time, or if it is better to apply it at warmer temperatures at high pressures for a short period of time.

First of its kind

Robin Slinger, Chairman of Swellaway, said: “The research developed by Manchester Metropolitan University and UCLan will be instrumental for the success of our product. We are sure that it will help us successfully develop our current product together with our future planned devices.”

Professor Richard Greene, Pro Vice-Chancellor for Research and Knowledge Exchange at Manchester Metropolitan University, said: “This project is an outstanding example of how real-world research impact can arise through partnerships with other institutions – in this case through collaboration with UCLan and Swellaway.

“James and his fellow researchers both here and at UCLan should be congratulated for producing this innovative research, which has real potential for improving outcomes for athletes with sports injuries.”
UCLan has strengthened its links with Blackpool Football Club by signing a Memorandum of Cooperation. UCLan’s agreement with the League One club is aimed at creating more opportunities for UCLan students and allowing them to benefit from working in a real-world, professional sports environment.

Blackpool will be given access to resources at the University in order to develop their own fitness testing systems and rehabilitation services to players from both the Club’s first team and academy.

UCLan students will benefit from working alongside the Blackpool medical and performance staff throughout the season. They will also work with players to implement injury prevention strategies and assist in the rehabilitation of players after injury.

Dave Rhodes, Course leader for the BSc (Hons) Sports Therapy, said: “We have been working with Blackpool informally for a number of years and creating opportunities for our students through personal contacts.

“It is great to sign this agreement with the Club. We will be looking to maximise opportunities for our students to provide them with the hands-on, practical experience they need to develop key employability skills.”

Warren Green, Academy Manager at Blackpool Football Club, added: “We have worked closely with UCLan before, but to now sign an official agreement with the University is an exciting prospect for both parties to work alongside each other. Particularly with the high calibre of graduates who are conducting innovative research in the field of elite sport.

“The partnership will allow both UCLan and Blackpool Football Club to share their expertise in a highly dynamic and evolving environment and push forward new boundaries, merging the practical delivery elements together with academic research.”

Two third year sports therapy students from UCLan successfully secured year-long placements at Everton Football Club for the 2018/19 season.

Former Priestley College student Ellie Hayes from Warrington and Ryan Wilkinson from Manchester, who attended Ashton on Mersey Sixth Form, are the third pairing of sports therapy students from UCLan to be given this opportunity.

The placement will provide the 22 year-olds from the School of Health Sciences with the chance to work within an elite football club, as well as allowing the students to apply the knowledge and skills they have learnt at the University.

As part of their placement, they will work with academy players to assess and treat injuries and help with rehabilitation programmes as well as monitoring and screening the players and providing pitch side support.

Dave Rhodes, Course leader for BSc (Hons) Sports Therapy, said: “We have been developing the placement link with Everton Football Club for the last three years, giving our students the chance to experience an elite sporting environment at a premier league club.

“It is a fantastic opportunity for them both to develop their skills in all areas of sports therapy practice and the University is very grateful for the opportunity provided by Everton FC.”

Josh Jeffrey from Everton Football Club added: “The placement opportunity we provide at Everton Football Club has evolved over previous seasons and has been designed in a manner that enables the students to practically apply all aspects learnt through University in an elite environment of professional football.

“We have had great success with students going on into employment within elite level sport following the placement, utilising the experience and knowledge they have gained.

“We look forward to welcoming Ellie and Ryan to the department for the upcoming season and to see them develop throughout their time with us into competent and able practitioners ready to go out into the field of sports therapy.

“As a club, we are thankful to the University in the way they have provided support and flexibility for the students in order for them to get as much out of the placement as possible.”

Ellie Hayes commented: “I was thrilled to hear I had been shortlisted for an interview at Everton and to be one of the successful candidates is fantastic. I can’t wait to get started.

“To have the opportunity to work with an elite academy within their medical team for the season is an incredible privilege and I’ll make sure I grasp it with both hands.”

Ryan Wilkinson stated: “The University has been amazing at providing brilliant placements such as this at Everton FC. They have given me the skills and knowledge needed for me to progress as a sports therapist.

“Everton FC will help and guide me to become the best I can within my field. I’d like to thank UCLan and Everton FC for giving me this opportunity, and I am looking forward to the year ahead.”
Zuleikha Chikh has been recognised by the British Universities and Colleges Sport (BUCS) for her work in women’s football.

The Sports Business Management student and the first ever UCLan Football Activator in Participation has supported and delivered initiatives spanning the breadth of the participation offer. After undertaking her FA Level 1 in her first year, Zuleikha is now inspiring the future female football stars of Preston.

"The university 'Get Qualified' initiative is great to upskill the student workforce. I wanted to use my Level 1 in real life, and the university provide some amazing opportunities to work with local organisations and are able to get your name out there for you."

Through the initiative, Zuleikha undertook a football coaching role at the local Preston Muslim Girls High School, and although faced with facility and cultural challenges, the girls have flourished.

"There is a major barrier for young Muslim women, they are one of the most inactive groups in society and going into the school many did not think football was for them. It is about breaking down that barrier – football can develop skills such as communication and teamwork that will help them in further life.

I feel that if we can get more role models from universities trying to get young females to feel empowered and inspired, and show them that they can do just as well as men, and sometimes, even better!"

As part of the FA and BUCS University Grassroots Hub programme, the University have been developing pathways for young female footballers to stay within the game. Zuleikha has also been leading their SSE Wildcats programme.

"One of the girls from the Muslim sessions came down to the Sir Tom Finney SSE Wildcats session – that was the aim of going into schools and offering them a pathway to get involved at the sports arena."

Zuleikha has a passion for harnessing sport to create social change, and has given over 300 hours to support asylum seekers and refugees through the Sir Tom Finney Soccer Centre and British Red Cross, and is hoping to continue this work after her studies.

"I am passionate about social inclusion and social mobility, and in the future I would love to work with refugees and asylum seekers, preferably women, engaging them in any sport they are interested in and being a role model for them."

"The most important thing is for them to feel socially included and make friends."

Zuleikha’s football leadership journey has exposed her to a wide variety of cultures, challenges and experiences, and has led her to inspire many others to enjoy the game.

"It does make you humble – you are putting something on for someone less fortunate than you, and providing them with kit, they feel part of the community."

Second year Sports Business Management student, Zuleikha Chikh has recently been successful in her application onto the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Youth Panel, which has been created to provide the board of trustees with an authentic perspective from young people involved and interested in sport and physical activity. This is a valuable opportunity for those on the panel to influence the policy and direction of the sector’s chartered professional body.

UCLan is one of 10 UK universities that is piloting a scheme set up by CIMSPA that will finalise the endorsement and recognition process for UK sport and physical activity-related degree programmes.
Degree success for Rochdale student who fled Afghanistan as a child

A Rochdale student has achieved his education dreams 10 years after risking his life to flee Afghanistan in search of a better life.

Omid Hussini graduated from UCLan in July with a degree in sports coaching a decade after he left his family behind in Afghanistan when he was only 13 years old. Risking his life, Omid walked hundreds of miles through several countries before reaching Europe by holding onto the side of a boat and finally arriving in the UK by hiding under the wheel arch of a coach.

Now 23, Omid is a university graduate after rebuilding his life in Rochdale and then Preston. He said: “It was a really dangerous journey but the alternative was to stay in Afghanistan and risk my life anyway. When I arrived in the UK I was a young boy who spoke hardly any English so it was hard at first but I made sure to take up every opportunity given to me, which has led me to where I am today.”

Omid was fostered by Sandy and Geoff Bolton when he settled in Rochdale. He attended Falinge Park High School then Hopwood Hall College to do a BTEC and Foundation degree in sport before coming to UCLan in 2016.

“My head wasn’t in the right place during my first year at UCLan and I found it tough,” he said. “Thankfully I was well supported and got back on track. Sometimes you’ve got to fail to succeed and now I’m so proud to be graduating from University.”

Omid enjoys coaching football, tennis and basketball and has worked for Link For Life in Rochdale with children aged 5 – 14 to gain experience alongside his studies. His dream would be to work for a professional football club and he’s already planning to do a master’s degree in sports coaching.

Omid added: “When I speak to young people about my experiences, I tell them to take advantage of the education that’s so readily available. I was put into a situation where I had to fight to survive but it’s made me the person I am today.”

He was also handed the Mark Lees Endeavour Award by the University, an accolade given annually in memory of Mark Lees, a UCLan sports development graduate, who passed away in December 2015 after a battle with a brain tumour.

Emma is at start line for successful teaching career

A sporty student is donning her trainers and heading out into the world of work after graduating with a first-class degree from UCLan.

Emma Hargreaves, from Leyland, has collected her BSc (Hons) Sports Coaching degree at UCLan after spending two years as a partnership student at Runshaw College and completed her top-up year in Preston.

The 21-year-old has also been awarded the SO8 Sportswear Award for Academic Excellence on a Programme within the Division of Sports Coaching and Development for getting Firsts across all of her modules. This makes her the top scorer across the entire cohort of sports coaching third year students.

Emma, who has had a passion for sport since attending Balshaw’s Church of England High School in Leyland, said: “Being awarded a first-class degree has come as such a shock to me. I remember being in high school struggling with the academic lessons and all I wanted to do was be out on a netball court.

The final year of Emma’s degree didn’t come without its challenges. Juggling working part-time as well as completing 120 hours of placement at her high school and volunteering as an athletics coach at Preston Harriers, no one would blame Emma for wanting to take some time off.

Commenting on her busy schedule, Emma added: “I’ve had to work really hard and put in a lot of extra revision time to get here. Getting that balance right has been quite difficult as I had so much going on in the week with my studies and working at weekends as well but I’m really proud of what I’ve achieved and how far I have come.”

But the work doesn’t stop there as the sport fanatic is already looking ahead to September, where she will be working in partnership with Preston Teaching School Alliance, studying for a PGCE teaching qualification at the University of Cumbria.

Delivering sport initiatives to local secondary schools whilst combining her work and studies to become a qualified physical education high school teacher, Emma is looking forward to getting started on the next chapter of her life.
Two UCLan Strength and Conditioning courses have been approved onto the National Strength and Conditioning Association's (NSCA) Education Recognition Program (ERP).

Both the BSc and MSc Strength and Conditioning courses have been given the NSCA ERP seal of approval and UCLan is now one of only two universities in the UK to receive recognition in all three areas covered by the program: undergraduate, graduate and graduate research.

The NSCA ERP recognises and distinguishes universities with approved strength and conditioning programmes and is the first step in laying the foundation to ensure excellence for students in the classroom, as well as a long-term professional success after graduation. The ERP identifies and recognises schools with strength and conditioning that prepares students for NSCA certification exams.

Dr Jonathan Sinclair commented: 'Gaining this level of accreditation across all three aspects of our Strength and Conditioning provision (undergraduate, graduate and graduate research) from a global entity such as NSCA, is a huge achievement and testament to the hard work and dedication of the Strength and Conditioning staff, and their commitment to enhancing the student experience here at UCLan.'

A UCLan professor has published a 2nd version of her book, Food Safety for the 21st Century: Managing HACCP and Food Safety Throughout the Global Supply Chain.

The book has been revised by UCLan’s Professor Carol Wallace, along with William Sperber and Sara Mortimore, to reflect the most recent developments in food safety. The second edition of Food Safety for the 21st Century offers practitioners an authoritative text that contains the essentials of food safety management in the global supply chain.

The authors, noted experts in the field, reveal how to design, implement and maintain a stellar food safety programme. The book contains industry best-practices that can help businesses to improve their systems and accelerate the application of world-class food safety systems. The authors outline the key food safety considerations for individuals, businesses and organisations involved in today’s complex global food supply chains.

The text contains the information needed to recognise food safety hazards, design safe products and processes and identify and manage effectively the necessary control mechanisms within the food business. The authors also include a detailed discussion of current issues and key challenges in the global food supply chain.

This important guide:
- Offers a thorough review of the various aspects of food safety and considers how to put in place an excellent food safety system
- Contains the information on HACCP appropriate for all practitioners in the world-wide food supply chain
- Assists new and existing businesses to meet their food safety goals and responsibilities
- Includes illustrative examples of current thinking and challenges to food safety management and recommendations for making improvements to systems and practices

Written for food safety managers, researchers and regulators worldwide, this revised guide offers a comprehensive text and an excellent reference for developing, implementing and maintaining world-class food safety programmes and shows how to protect and defend the food supply chain from threats.
Physical Education (PE) is often viewed as a marginal subject within the curriculum. And many secondary schools actively reduce PE time to make way for what are deemed more “serious” or “important” subjects.

Research from the Youth Sport Trust shows that 38% of English secondary schools have cut timetabled PE for 14- to 16-year-olds. One of the main reasons for this is the increased pressure to produce exam results. Much of the time pupils would usually spend in PE lessons is now spent receiving extra tutoring on topics other than PE.

Despite these cuts, however, PE is still championed for its potential to promote health and encourage lifelong physical activity. This is an important issue given that over 30% of Year 6 pupils are classed as ‘overweight’ or “obese” according to the latest government figures.

PE is also praised for its contribution to improved psychological health, for helping to nurture social and moral development – as well as supporting cognitive and academic performance.

The Association for Physical Education maintains that high quality PE fosters the physical, moral, social, emotional, cultural and intellectual development of pupils. But the many aims for PE – such as health promotion, skills development as well as a focus on social and moral issues – has resulted in confusion about the subject and has done little to further the educational experiences in practice. In fact, it has been argued that PE offers more entertainment than education.

Not intellectual enough

A waste of time and a bit of entertainment, or vitally important to the education and development of a child – which is it?

Part of the problem seems to be that PE is often viewed as an opportunity for pupils to be active and to enjoy themselves. Or in some cases, as a form of stress relief and to serve as a break from traditional learning.

Clearly, these areas are valuable for pupils’ general wellbeing and there is a growing evidence base to suggest that physical activity has the potential to support learning more broadly. But the role of PE is not merely to prop up and support pupils’ learning in other subjects. Instead, it should provide meaningful learning experiences within the subject itself.

What PE seemingly lacks in comparison to all other subjects is a platform on which pupils’ learning can be communicated and evidenced with clarity and rigour. And while PE is often marginalised to make way for more valuable or academic subjects, it seems the intellectual and academic value of PE itself is largely overlooked.

The potential of PE

PE, sport and physical culture each offer a unique platform on which to explore a multitude of holistic learning opportunities. For instance, the ethical or moral controversies in sport can give teachers a range of educational stimuli for debate, reasoning and critical thinking.

The Sports Monograph is a recent project we worked on, which invited learners to collaborate and share their opinions and experiences about sport and what it means to them. The project included primary and secondary school pupils, as well as undergraduate and postgraduate students, who were all supported by their teachers and lecturers.

As part of the project, not only were the pupils recognised for their written contributions at school awards evenings, but unlike in traditional PE, their work left a trail of learning evidence and intellectual engagement – which the schools recognised and celebrated. PE was effectively standing shoulder to shoulder with other subjects in the curriculum as a valuable educational endeavour, with written evidence to support the claim. These pupils now have publications that are being used to teach undergraduate students at the University of Central Lancashire.

Future health

The spiralling downtrend of PE time in secondary schools is a major cause for concern and it would seem that PE is in urgent need of an overhaul. But while the future of PE may be uncertain, there are certainly many opportunities for cross-curricular links and integrative learning in PE.

A recent project, for instance, explored the link between cycling and wider conceptual learning. Similarly, another recent study explored the physical aspects of learning across all curriculum areas, simply through setting up a tent.

The role that PE can play as part of the wider academic curriculum seems to be, at best understated, and at worst, completely overlooked. Activities like the ones raised here could help to broaden the educational potential of PE, encourage more pupils to engage with the subject and strengthen the place of PE as a unique and valuable educational pursuit. The opportunities are there, but PE must be ready to grasp them and let the pupils write about their sporting passions to reflect what they are said to be learning.
More than 600 local school children put their sports skills to the test at the annual Primary School Indoor Athletics Finals hosted by UCLan.

Years 5 and 6 pupils from 30 Preston schools challenged each other in various track and field events at UCLan’s Sir Tom Finney Sports Centre before Broughton in Amounderness C of E Primary School was crowned the winner.

The competition is an annual fixture in the Preston primary school calendar. Staff and students from UCLan’s School of Sport and Wellbeing teamed up with School Games Organiser Harriet Ascroft, volunteers from Preston Harriers and Ashton Community Science College Sports Leaders to deliver the athletics programme for the second year running.

Harriet said: “This is a very popular annual event and all schools really relish the competition. Broughton will now represent Preston in the county final, which takes place next March in Blackpool.

“We aim to motivate children from a young age to be active. We also want to reinforce the six key values set by Sport England, which are determination, honesty, respect, passion, teamwork and self-belief.”

The 30 schools took part in events such as hurdles, javelin, long jump and relay racing, with children from Preston Harriers providing demonstrations of some of the sports.

Eunice Oga, 10, from St Stephen’s C of E Primary School said: “It’s very exciting to take part and cheer on my classmates. I think athletics is special because there are a variety of events to take part in.”

Her teacher, Dawn Child, added: “We’ve brought as many pupils as we can to give them all a taste of the kind of extra-curricular sports that they can take part in away from school.”

Another participant, 10-year-old Rosen Bobev from St Joseph’s Catholic Primary School, commented: “It’s a big privilege to be involved in this. Sport means everything to me and I’m really enjoying competing against other schools.”

First year UCLan students studying sports and physical education helped to facilitate the games.

Jack Cowen, 18, said: “It’s great for us to get stuck into a big event and work with so many children together. I want to be a primary school teacher so gaining experience like this is ideal.”

UCLan sport and PE lecturer Chris Gunn said: “This is the second year the University has hosted the event and it’s great to see so many local schools represented. The UCLan students worked hard to provide an enjoyable and safe event, aiming to inspire and motivate the pupils. They also acted as exemplary role models for the Sports Leaders from Ashton Community Science College. UCLan prides itself on embedding relevant, practical development within courses to ensure students enhance their employability, while simultaneously having a positive and proactive community impact.

“The University is a key player in community sports and we work closely with Preston Sports Forum and Active Lancashire all year round. This event is one of several community sports events we run throughout the year.”

Scott Martland, Chair of the Preston Primary Schools Sports Council and Deputy Head of St Andrew’s C of E Primary School, added: “This is a fantastic competition involving a large number of primary schools in the area. All of the children enjoy being part of a big event and it really encourages them to be enthusiastic about sport.”
A Leyland student has achieved her dream of becoming a social worker despite being faced with a bereavement and caring responsibilities during her studies.

Roz Stewart-Gilmour has achieved a first-class degree in social work from UCLan, despite her mum Bernadette passing away in her final year of study due to respiratory failure at only 61-years-old and having to care for her dad Winfield who suffers from three types of dementia.

The 38-year-old moved back to the area to care for both her parents in 2015 after living in Durham for 10 years. Roz had to balance her course with family responsibilities, culminating in her mum’s death last summer a month before she went on her final placement and separating from her husband only months later.

She said: “It was tough but the team at West Lancashire Community Re-Start were really supportive, particularly my educator Marion Crowther-Jones who really kept me going. The course was really my coping mechanism when everything else seemed to be falling apart. It gave me a focus and I became determined to complete it.”

Marion, who won several awards including a Shining Star Award from Lancashire Care Foundation Trust after being nominated by Roz, said: “Roz has been amazing and her own life experiences mean she can relate to people, which is so important in this job. The whole team is very proud of her and know she will make a fantastic social worker.” Despite the many hurdles, Roz not only achieved top marks for her degree but also secured a job with Wigan Council in child protection and will begin in a matter of weeks.

She added: “Child protection is a new area to me and I’m looking forward to getting started. I’m also going to be studying part-time for an MA in Social Pedagogy and Leadership so it will certainly keep me busy. It’s been tough at times but certainly worth it and I’m so grateful to the support I received from both my educator and tutors at UCLan.” Roz graduated from UCLan at Preston’s Guild Hall alongside more than 3,500 fellow students.
Social Work at UCLan

Dream Job for Graduate Who Gave Birth to ‘Little Miracle’ during Her Studies

A single-mum who sat an exam while 40 weeks pregnant and raised her baby while balancing her full-time studies has celebrated graduating from UCLan with a First.

Siobhan Igoe was told she was infertile in 2014, but just weeks into her first year as a social work student she discovered she was three months pregnant.

The 33-year-old, from Manchester, said: “It’s an understatement to say I was totally shocked. Some people around me were encouraging me to defer a year but I was determined and I just wanted to see it through.”

During her pregnancy, Siobhan’s lecturers and fellow students were understanding of her situation, some even offering to take notes or tie her shoelace. “It was uncomfortable being sat in lectures for a couple of hours when she’d be kicking me but my lecturers understood if I needed to get up or leave to be sick.”

It wasn’t just the pregnancy which caused the mature student some issues in the early stages. After being out of education for more than 10 years, Siobhan was struggling to adjust to being in an academic environment again. She thanks the support of WISER, a University team which offers academic support, who helped with techniques and advice to improve her grades.

Siobhan says:
“I struggled, I was getting thirds so I went to WISER, told them I was pregnant, was trying to get my grades up and spent a bit of time with them. They were brilliant.”

After being in labour for four days, with revision notes in hand, Siobhan had an emergency caesarean to deliver her daughter, Niamh. Ten days later she was back in the classroom. Siobhan progressed into Years 2 and 3 and babysitting help came from her mum Anita, who they lived with, or with a childminder.

She said: “It was very difficult at times, especially when I was trying to type up my assignments and comfort a crying Niamh but it’s been worth it. I never thought I’d actually do it, I thought it was too hard, I wasn’t academic enough but I did it and I got a First, I’m over-the-moon.”

Aside from the support she had on the course, the opportunity to go on trips to Poland and Canada were another highlight for her.

Siobhan received three job offers upon finishing her degree and now has her dream job – working with children and families at Manchester City Council.

“I think if I deferred a year, I wouldn’t have got back into it. I think I would have settled into being a mum. I’m glad I stuck with it, as difficult as it was. The hard work has definitely paid off. Now I can provide for my daughter and show her you can do it if you put your mind to it - against all the odds, you can do it. She’s my little miracle.”

Siobhan, who is now saving up for a mortgage so she can move out of her parents’ home, attended her graduation ceremony with her partner, Nathan.

Siobhan Igoe combined motherhood with a first-class social work degree.
A social work lecturer from UCLan has been named as one of the top women in the country for implementing technology into her work.

Senior lecturer Amanda Taylor has landed the third position in the Female GovTech Leaders Ranking 2018, a listing of 10 women from across the public sector considered to be trailblazers when it comes to contributing, implementing and developing technology in the workplace.

Amanda is the only academic in the list, which is based on a public vote, and was recognised for embedding new technologies into her social work teaching. She has successfully run the international social work book group, @SWBookGroup, for several years, which unites social work students from the globe in topical discussions using Twitter and attracts top industry figures to the events.

Amanda said: “I’m really pleased and humbled to be recognised in this list alongside nine other women who are passionate about using the latest technology to make their work come alive. I am tremendously proud to be part of a digitally saturated institution, one that supports my endeavours to shape and influence the use of new technology in professional and higher, education.”

This isn’t the first time that Amanda’s work has been acknowledged. She was voted as one of the top 50 in 2016 by the Higher Education community in recognition of her innovative approach to teaching and learning and in 2011, won two University Vice Chancellors Awards for Outstanding Practice in Teaching and Learning. She was also nominated for the Higher Education Academy National teaching Fellowship Award in 2013, amongst others.

Amanda, who is currently involved in advising Social Work England on building a digitally ready workforce, added: “It was around the time that I joined UCLan that I was thinking about my contribution to social work education and sought to find methodologies that would complement my approach to teaching and learning more broadly.

“I found the accessibility and flexibility of new digital technologies to create a more dynamic teaching and learning space, one that encouraged students’ engagement and supported a sense of belonging - something that can be difficult to achieve in large groups.”

But Amanda’s teaching methodologies are not just limited to UCLan. Over the last two or three years Amanda has been commissioned to deliver digital literacy and professionalism training to many local authorities and to assist them to map their digital journey for practice effectiveness in line with the digital shift.

Community garden spruced up by UCLan

A number of volunteer UCLan students hosted a clean-up day at a community garden project in Burnley.

Offshoots, which is based in the old walled kitchen garden of Towneley Park, saw volunteers from the Burnley Campus of the university help remove old raised beds and tidy up other areas of the one acre site.

The volunteer day was held during the university’s Freshers Week in conjunction with Newground.

Suzanne Walton, the Offshoots senior project officer, said: “It was great to have a big group of very enthusiastic young people.

“We have been working with UCLan for a while now but this is the biggest group they have brought to us and we were able to keep them working hard all day with some fantastic results. We hope to welcome more students again soon.”

UCLan community leadership lecturer, Bob Walley added: “Offshoots is a fantastic place for the local community. The site is an incredible resource where our students in Burnley can get stuck in and they certainly enjoyed putting time into such a worthwhile project.

“We hope this is one of many events we can get going with the Offshoots team and Newground and look forward to a bright future.”

For more information on how to get involved with Offshoots contact Suzanne Walton at: suzannewalton@newground.co.uk
UCLan has signed an official agreement with a number of Youth Offending Teams (YOT) in the North West to work together in improving the life chances for children and young people who become involved in the criminal justice system.

The University’s Criminal Justice Partnership team has signed a Memorandum of Understanding (MOU) with YOTs in Blackburn with Darwen, Blackpool, Cumbria, Lancashire and Liverpool on projects relating to best practice, workforce development, student placements and volunteering opportunities.

This includes working with Lancashire YOT to help children and young people develop strategies to resist offending as well as exploring social and psychological techniques that help them when they feel emotionally vulnerable and at risk of offending. The project team is also in the process of developing an app to encourage communication between the young people and their YOT social workers and will also help all of the YOT teams to work together in tackling organised crime across the region. Lancashire YOT has also sponsored Natasha Mokhtar, a PhD student from UCLan’s School of Policing, to explore the key factors that affect young people’s reoffending in Lancashire and the implications for Youth Offending Team practice.

Although there has been significant progress in reducing the offending rates of young people at a national and local level over the past 10 years, the partnership will focus on the persistent repeat and serious offenders.

The partnerships will build on the existing work the Criminal Justice Partnership team is doing with YOT teams in the region, such as research with the Pakistani Muslim community in Blackburn with Darwen and with black young men in Liverpool.

It will also see local YOT staff work with the Criminal Justice Partnership team to study for qualifications up to and including Doctoral level to develop their practice skills.

Dr John Wainwright, Youth and Justice Lead for the Criminal Justice Partnership, commented: “With Government statistics from 2017-18 showing that 16,500 young people entered the youth justice system and the reoffending rate for children and young people at 42%, changes are needed.

“Although there has been significant progress in reducing the offending rates of young people at a national and local level over the past ten years, the partnership will focus on the persistent repeat and serious offenders. It is in these instances that the pooling of practice and research expertise will have a real and tangible effect in the areas of Lancashire, Cumbria, Blackburn with Darwen and Liverpool.”

The YOT teams can tap into UCLan’s research and develop new and effective ways to help these young people by giving them a voice, understanding their experiences and challenging their offending behaviour.

Dr Allison Jones, Executive Dean for the Faculty of Science and Technology at UCLan, commented: “This is a really exciting project for the Criminal Justice Partnership team and will allow us to take our expertise in working with young people who offend to a broad range of regional agencies.”

Carolyn Entwistle, Senior Manager for Lancashire YOT, said: “We are really excited to have the opportunity to work closely with UCLan and colleagues from neighbouring YOTs to develop and improve services which improves the lives of the young people, parents and carers we work with and their communities.”

The Youth Justice strand of the Criminal Justice Partnership will lead on the venture, involving researchers and social workers who have a range of experience in working with young people. The Youth and Justice group focuses on issues facing young people involved in offending, and more broadly on children and young people’s inclusion, their participation in decision-making and their experiences in communities.
New in-depth analysis of the number of five-year-old children who have been adopted or placed into special guardianship in England shows an almost four-fold increase in numbers between 1999 and 2017, and also reveals significant differences between local authorities.

Following Freedom of Information (FOI) requests to local authorities and the Department for Education in England, Professor Andy Bilson, emeritus professor of social work at UCLan has revealed significant differences in child protection practices across England.

Of the 70 local authorities which provided data, the findings showed a 21% increase in the number of children adopted or in care with a legal order waiting for adoption on their fifth birthday in the year ending 31st March 2017 compared to 2012, with numbers rising from 53 to 64 per 10,000. Rates of adoption varied with a 12-fold difference between the highest and lowest ranked local authorities.

Within 20 local authorities in particular, the rate of adoption decisions had increased from 41 to 80 per 10,000 between these years - an increase of 96%. This data also shows that these authorities had large increases in all levels of involvement with social care, especially in child protection investigations, which increased by 90%.

Three of these 20 local authorities more than doubled their rates of adoption decisions. Southampton, which had the highest rate of adoptions at 185 per 10,000, also increased its rate of child protection investigations and over 14% of all children aged five had been investigated in the 2017 cohort.

Commenting on the findings, Professor Andy Bilson said: “Analysis of government figures on a national scale has revealed a large change in adoption rates over five years, but a more in-depth look into these statistics uncovers that these figures are also dramatically different between local authorities, and that high increases in adoption are accompanied by large increases in child protection investigations.

“This data suggests that government policy drives towards promoting adoption, combined with cuts to family support services, are impacting different local authorities in different ways. The strength of these trends means that they will only continue in the future unless the government balances its focus on promoting adoption with funding for families that may be struggling.”
The vision of the Faculty of Health and Wellbeing is to be recognised by stakeholders for providing a collaborative approach to the development and delivery of contemporary, evidenced-based education and applied research and innovation, which is responsive to local needs, national policy and international perspectives. The Faculty embraces solution-focused approaches to provide opportunities for students, staff and partners to achieve their full potential, irrespective of one's personal background.

**SCHOOL OF COMMUNITY HEALTH AND MIDWIFERY**

The School of Community Health and Midwifery aims to develop students to be solution focussed individuals who will be well equipped to enable, stimulate and promote health and wellbeing within their communities and beyond. It is our goal to work in partnership with our students so that they are able to achieve their full potential and in doing so facilitate them to make a difference within the communities in which they serve.

**SCHOOL OF HEALTH SCIENCES**

The School of Health Sciences is a large provider of multi-professional healthcare education, training and development, offering a range of taught undergraduate and postgraduate modular-based courses, research degrees and credit recognition. The School develops its portfolio collaboratively with partners in response to national policy and local requirements and needs, providing professional courses, short courses and continuing professional development. The focus is on students developing evidence-based knowledge, skills and person-centred values in preparation for employment.

**SCHOOL OF NURSING**

The School of Nursing has a mission to provide a rich, stimulating and supportive environment for students and staff, enabling them to develop their full potential by providing excellent higher education, innovative solutions and real-world research to stimulate health and wellbeing within communities and advance nursing excellence at every level.

**SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY**

The School of Social Work, Care and Community is proud of its national reputation for delivering high quality education for social work, social care, the children and young people’s workforce, and community leadership and engagement. The School has a vibrant community of research-active staff engaged in a wide range of research activities that make a difference to the lives of vulnerable and disadvantaged people, and which influences policy and practice both strategically and at grassroots level.

**SCHOOL OF SPORT AND WELLBEING**

The School of Sport and Wellbeing delivers exceptional teaching, research and consultancy in the areas of sport and exercise, sports coaching and development, nutritional sciences and food safety, sport business management, studies and the outdoors. Our academic team consists of dedicated professionals with an active research profile, many of whom also have strong links with industry and relevant professional organisations. Our students, at undergraduate and postgraduate levels, gain in-depth subject knowledge, as well as developing a wide range of personal and transferable skills, highly valued by today’s employers.

**CPD AND SHORT COURSES**

We have a wide range of CPD and short courses available. For more information, please visit our websites - Health: uclan.ac.uk/healthcpdworkshops Social Work: uclan.ac.uk/socialworkcpd

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