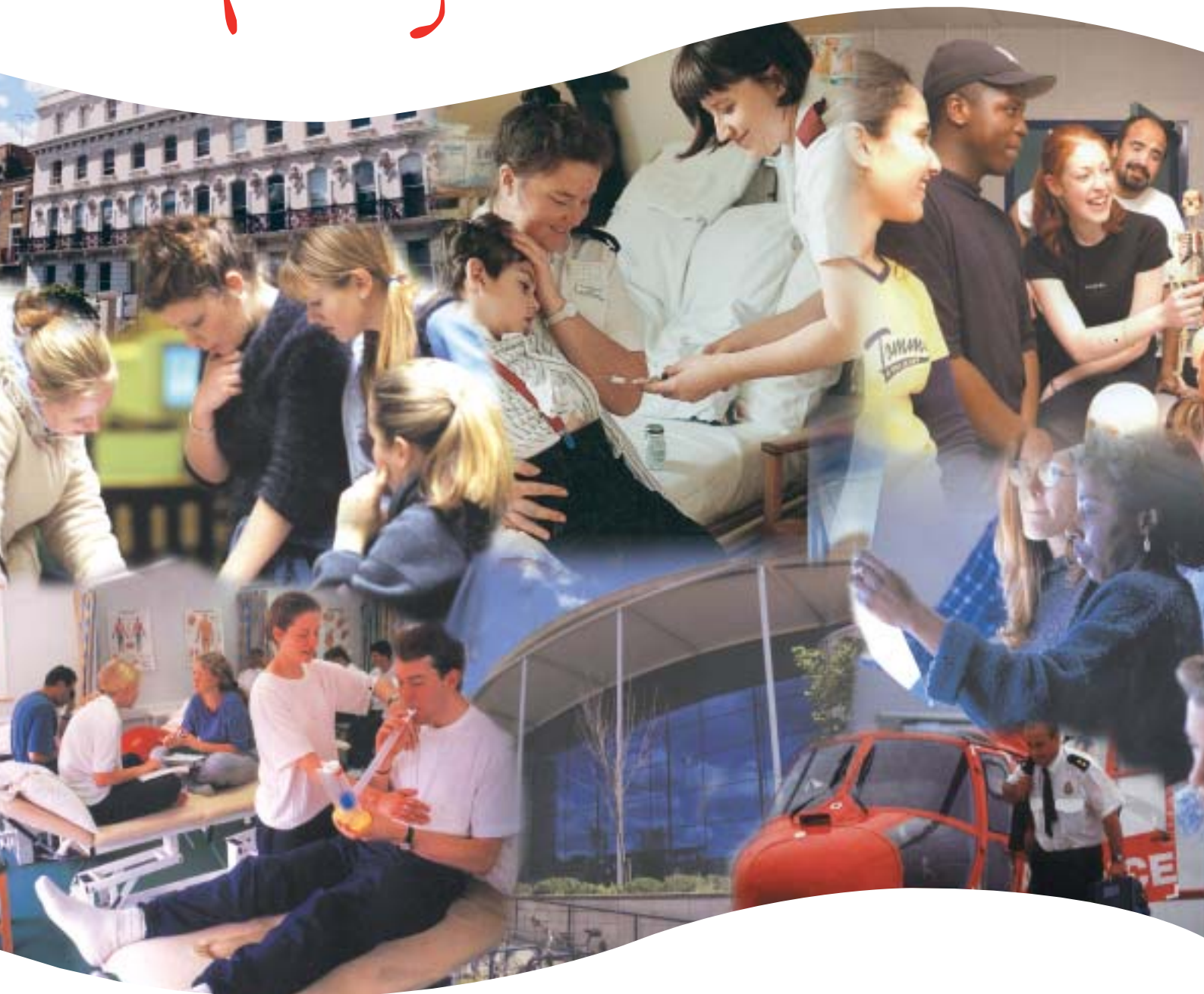


Higher Education in the East of England

Helping to Deliver



Health Care

un EAST

Association of Universities in the East of England



Education is vital for the delivery of health care.

Across the East of England, ten higher education institutions provide education and training for the professional health care disciplines. These institutions offer a range of innovative programmes designed to satisfy the specialised needs of health care employers across the region.

All of our institutions offer a first-class learning environment that includes practice experience within the local health care environment. We are proud of the partnerships that exist between our universities, the local NHS and other health care providers.

These working relationships play an essential role in promoting joint responsibility for the future success of health care in our region. The quality of educational experience provided by our higher education institutions is of such a high standard that, post registration, health care professionals opt to stay on and contribute to health care in the East of England. Our universities and higher education institutions generate in the region of 700 new professionals each year.

Our higher education institutions also provide important opportunities for continuing and professional development. Many courses have been designed in response to the needs of the local and regional community.

Research activity is high on the agenda within our institutions. These include world-class research centres working at the cutting edge of development in medical care, as well as established research groups and support networks that address the needs of local health care providers. Many working professionals have achieved higher degrees by following their own research ideas with support from their chosen university.

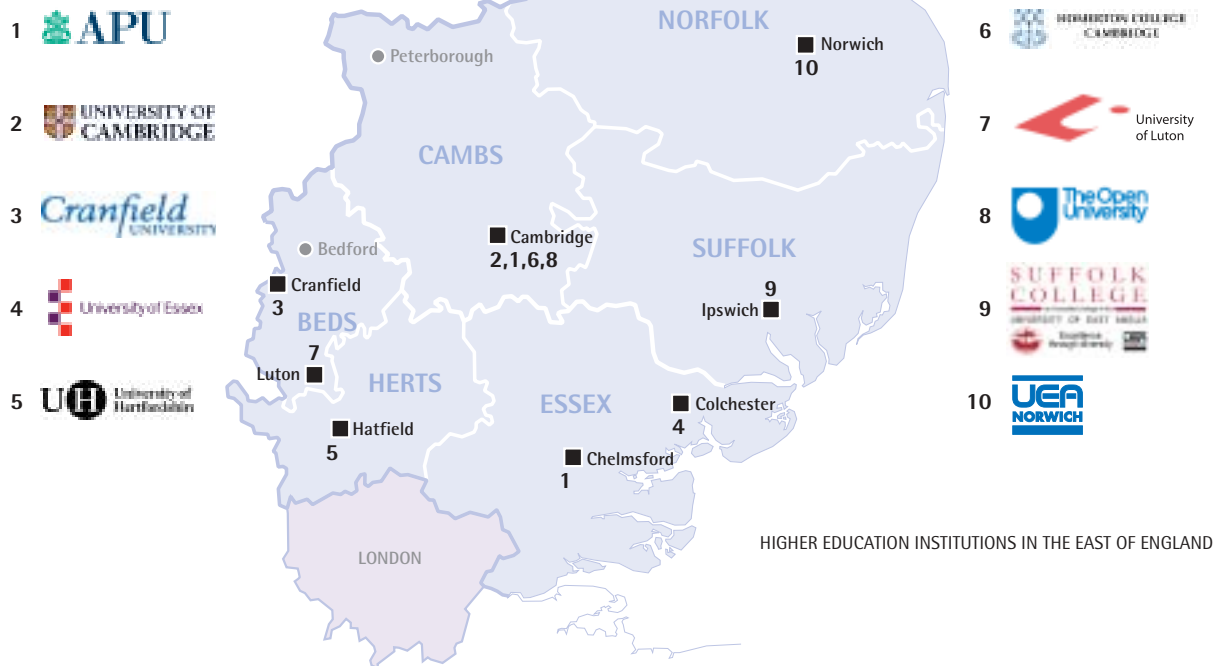
We hope that the examples included in this booklet will give you a flavour of the major contribution that our higher education institutions make to health care and of their continuing commitment to its continual improvement.

Michael Malone-Lee

Michael Malone-Lee
Vice Chancellor of Anglia Polytechnic University,
Chairman of AUUE,
Chairman of Essex Learning and Skills Council.

Higher Education in the East of England

Helping to Deliver Health Care



In the academic year ending July 2004, higher education institutions in the East of England are training:

- *nearly 1,000 doctors*
- *over 5,000 nurses and midwives*
- *some 2,000 staff in other professions allied to medicine*

Higher education institutions are providing for the future of health care in the region.



Helping to Deliver Health Care

The region's higher education institutions are already making a difference to the provision and continuing development of health and social care. Below you will find a selection of recent innovations and success stories.

- Health and social care employers now have the opportunity to send staff on a specialist course for improving their information skills. "Knowledge Information and Care" is offered by the [Open University](#) and covers learning outcomes in the NHS "Learning to Manage Health Information: Moving Ahead."
- The [University of East Anglia](#) has formed close and flexible working relationships with NHS educational partners, formalised in a unique 'joint venture' to manage programme resources and activities.
- The [University of Luton](#) is developing the role of its newly appointed practice educators. Initial evaluations demonstrate the value of integrating theory and practice in the workplace via tutorials, decision making scenarios based on real life examples, reflection on practice, emergency drills and skills teaching in small groups related to specific placement areas.
- The European Prospective Investigation into Cancer (EPIC) is a multicentre collaboration co-ordinated by the WHO, which aims to identify reasons for the wide international variation in cancer rates with a particular focus on nutrition. EPIC-Norfolk (with co-PI Sheila Bingham, Kay-Tee Khaw and Nick Wareham from [Cambridge University](#)) is one of the participating cohorts from the United Kingdom and comprises approximately 30,000 men and women aged 45-79 and resident in East Anglia, recruited between 1993-1997 and resurveyed during 1997-2000.
- The [University of Hertfordshire](#) is involved with a pilot exploring the use of US style Physician Assistants to help GPs. The University is developing a number of training routes that emerge from their innovative Paramedic Sciences degrees.
- The [University of Essex](#) has recently launched new Professional Doctorates in Nursing, Health or Social Care Management and Public Health. The University is also working with the Tavistock to deliver new Professional Doctorates in Clinical and Counselling Psychology.
- [Cranfield Postgraduate Medical School](#) combines the University's strengths with the NHS Trusts' medical knowledge and clinical expertise to deliver advances in direct patient care and medical research. Core areas of focus are Medical Diagnostics, Medical Engineering Science, Informatics and Safety in health care. Furthermore, this year will see the launch of the Cranfield Institute for Safety, Risk and Reliability.
- The [University of East Anglia](#) is establishing a Centre for Inter-Professional Practice. This will consolidate inter-professional dimensions to degree and diploma programmes and also expand continuing professional development opportunities for existing NHS teams.

- **The Universities of Hertfordshire and Luton** are collaborating to make the interface with practice more efficient. Common audit documentation and a common format for the practice assessment tools will ensure that placement staff are able to enter into similar relationships with each higher education institution.
- **Anglia Polytechnic University** has been a prime mover in establishing The Helen Rollason Research Laboratory which is responsible for investigating new perspectives in treatment of cancer.
- **Homerton School of Health Studies** has recently widened its portfolio of courses beyond Nursing, Midwifery and Health Visiting. It now offers an Operating Department Practitioner Diploma Programme, BSc (Hons) Clinical Physiology for Health Care Physiologists and Technologists. Also a Cadet Scheme offering an access route via partial completion of the common foundation programme for Mental Health and Learning Disability.
- The National Centre for Tactile Diagrams at the **University of Hertfordshire** enables blind and partially sighted people to take advantage of the visual information they otherwise miss by designing and producing tactile diagrams, maps and pictures. This can greatly enhance their independence in education, work and leisure.

OU-NHS partnership Partnership is prescription for healthy future

By Jane Matthews

Most hospitals and health centres are built of concrete. But it's the 'invisible ceiling', which never occurs a number of health trusts and their Open University partners

uses more than staff courses who pro with other things, but in the m down gives the

Training initiative to lighten GPs' load

Claire Sanders

US-style physician assistants are to be trained at the University of Hertfordshire in a new initiative

able to get a level of specialist care in the practice rather than to the hospital setting? Graduates from have the skills

First six nurses to prescribe

SIX nurses at Broomfield Hospital in Chelmsford are now qualified to write prescriptions for medicines.

The nurses, who received the training

Twenty students are being sponsored by NHS trusts to become registered nurses

Distance learning course opens doors for HCAs

Healthcare Assistant

TWENTY HEALTH-CARE assistants are set to become registered nurses by studying learning through distance learning through

Medical school leads way to a new third age

By 2021 there will be 12 million people aged over 65 in the UK, matched by a corresponding decrease in the number of young people. In this light, the decision by the University of East Anglia's new medical school to enrol a 69-year-old student sends out an interesting signal.

It acknowledges that in an ageing society embarking on a new career should not be the preserve of the young. It that mature students have a lot to offer — that mature students struggling to meet the needs of the new world require flexibility to pursue their dreams

Cranfield technology noses ahead

Scientists at Cranfield University have developed a new medical test based on ancient Chinese methods for diagnosing disease. The test named 'Diag-Nose', uses cutting edge technology to 'sniff out' disease. A number of medical conditions produce a characteristic odour and identification is a difficult process due to the subjective nature of human smell.

To solve this problem, Dr Selby Saini and Jan Leiferkus of the Cranfield Postgraduate Medical School have developed an artificial nose that electronically identifies odours. It uses the same process as human noses except



odours are classified thereby avoiding

Current tests take 48 hours and are laboratory. 'Diag-Nose' is a matter of hours in most settings.

Diag-Nose is as a medical test

such as TB as well as For information on Tel: +44(0)1234 Email: A.m

...a group of GP practices in the West Mid-

Helping to Deliver Health Care



Ultralab is the world leading innovative research facility within APU. A global leader in learning technologies, Ultralab takes a client concept and translates it into an actual vibrant learning environment.

A recent Ultralab project, the Chestnet.net project, provided medical professionals with online learning in the field of respiratory medicine through the Chestnet.net web site. It offered features including high quality images (x-ray, CT, MRI, and photographic), graphs and charts and a multimedia presentation. Chestnet.net also contained tutorials and quizzes aimed at the registrar grade and a collaborative intranet conferencing environment.

Another Ultralab project at APU is the eMunity site, an exciting on-line community space enabling public health professionals to share ideas and practice, engage in debate, interview individuals with particular expertise and become more agile in practice. Ultralab has also developed a platform allowing students to access course materials via their mobile phone. This utilises inquiry-based learning to present a visual and auditory scenario to which annotation, in several languages, and diagnostic commentary can be added.

Via APU, Ultralab technologies open the boundaries of learning and communication within an attractive and convenient cognitive experience, offering a high level of user interactivity at a relatively low cost.

Cambridge University's Institute of Public Health plays a significant role in the education of medical students and doctors. It comprises the University's Department of Public Health and Primary Care, the MRC Biostatistics Unit, and a number of NHS organisations, notably the Eastern Region's own Public Health Observatory. The Department of Public Health and Primary Care has a major role in the design and delivery of clinical teaching.

The Public Health Genetics Unit (PHGU) was established in 1997. Its aim is to provide links between academic research, clinical practice and policy development for the provision of genetic services in the NHS. It maintains a well-regarded website and holds a five day residential course in Genetics and Health Policy every two years attended by policy makers and public health professionals. The PHGU now has an international reputation in this new subspecialty.

In January 2002, the Secretary of State for Health announced the establishment of the Cambridge Genetics Knowledge Park (CGKP). The CGKP is co-ordinated from within the PHGU and has public health genetics as a key focus. Cambridge University and Addenbrooke's Hospital are key partners in this venture which aims to bring together the many interests and expertise in medical genetics within the region, including its ethical, legal and social implications.



PROFESSOR STEPHEN HEPPELL, HEAD OF ULTRALAB RESEARCH FACILITY, APU



ULTRALAB PHONE



SPEAKERS AT THE LAUNCH OF CAMBRIDGE GENETICS KNOWLEDGE PARK, NOVEMBER 2002



Shoulder dystocia is a rare, but potentially life threatening, complication of childbirth where the baby's shoulders become stuck inside the mother's pelvis. There is a high mortality and morbidity associated with the condition, both of which are exacerbated by poor management. Sadly, a recent CESDI report considered that 43% of such foetal deaths were potentially avoidable. There is therefore an urgent requirement for improved practical training in the management of shoulder dystocia.

A joint collaboration exploiting Cranfield University's experience in the field of advanced engineering materials, together with the obstetric expertise of clinical partners at Gloucestershire Hospital's NHS Trust and Industry was key in the development of such a training aid. This aid is now in the final stages of 'engineering for market'. This innovation offers improved obstetric training and thus improved outcomes both for mothers and for shoulder dystocia babies.

The introduction of Nurse Consultants in the NHS brought with it the need to prepare nurses for new and diverse ways of providing expert nursing care. Recommendations from the Department of Health indicated that such preparation should be at Doctorate level. At the University of Essex, the DHHS initiated a distinctive approach to integrating doctoral level study with a qualification having validity in the practice environment. The Professional Doctorate offered by the University of Essex incorporates taught material, a dissertation and a portfolio evidencing professional excellence.

Modernising the NHS requires staff who can lead and manage change through complex systems. In 2002, the DHHS at the University of Essex, in partnership with the NHS Leadership Centre and Modernisation Agency, developed a leadership programme in Critical Care in five NHS trusts. A blend of setting local objectives, in-depth case reviews and some taught sessions has resulted in staff working much better together as a team through a better appreciation of each other's roles and definite improvements in patient care.

Plans are underway to offer the programme to Critical Care networks nationally and also some dedicated professional development opportunities to doctors.

The University of Hertfordshire has worked on the development of technological aspects of simulation to facilitate teaching since 1995. To put the developments into context, the Hertfordshire Intensive Care and Emergency Simulation Centre (HICESC) was opened in 1998. HICESC is a teaching laboratory, simulating a three-adult bed Intensive Care Unit with paediatric and neonatal facilities.

The centre provides a realistic clinical environment and is equipped with two Laerdal SimMan Human Patient simulators, three ALS mannequins, a paediatric and a baby mannequin, and an ambulance. There is also a teaching area with 16-networked computers to run interactive simulation software (SimBioSys: Physiology Labs V3, ECG, ABG, and Clinics V2). The equipment present in the centre places HICESC at the forefront of university-based intermediate fidelity simulation.

HICESC has developed into an important research and teaching resource for training pre- and post-registration nursing and paramedic students. The facility also allows for the use of an audio/video system so that students can observe others tackling a realistic clinical scenario in an unobtrusive way. The British Heart Foundation has funded a project at HICESC to investigate the effect of simulation training in the retention of knowledge using Objective Structured Clinical Examinations.



A PROTOTYPE OBSTETRIC TRAINING MANNEQUIN, 'NELLIE', FOR SHOULDER DYSTOCIA.



DOCTORAL STUDENTS FROM THE UNIVERSITY OF ESSEX MET WITH MR DAVID MOORE, ASSISTANT CHIEF NURSING OFFICER FOR ENGLAND. THE MEETING GAVE STUDENTS AN OPPORTUNITY TO DEBATE DEPARTMENT OF HEALTH POLICY ISSUES.



INTENSIVE CARE UNIT AT HICESC

Helping to Deliver Health Care



UNIVERSITY OF LUTON



In response to the Making a Difference policy document Homerton College, School of Health Studies has produced a unique evidence based curriculum for its Entry to Register Nursing Programme.

For many years Enquiry based learning (EBL) has been described as the most significant innovation in professional practice and it has the potential for students to develop those qualities which current policy and practice requires. At Homerton EBL has been adopted as one of the teaching learning and strategies. This approach places students at the centre of the learning process, enabling them to identify their own learning needs. EBL also provides the opportunity to work co-operatively within groups to identify and analyse issues and generate action plans which mirror the multi-professional team approach to care within clinical settings.

EBL is effective at bridging the theory-practice gap by using clinical scenarios and improving the students' problem-solving skills. It is an active, adult style of learning, which helps students retain the contextualised learning for longer and increases initiative, motivation and group dynamics. As EBL is carried out in-groups, it encourages the development of listening skills, peer teaching and the ability to summarise and present information. Students recognise the importance of comprehension of information rather than just memorising it. EBL also addresses the student-related problems of the perceived irrelevance of the curriculum content.

At the University of Luton we have introduced a Diploma of Higher Education (Operating Department Practice), developed primarily to meet the requirements of the Association of Operating Department Practitioners (AODP) and the Health Professions Council (HPC) and thus, implicitly articulate a philosophy appropriate for a newly emerging profession. The programme recognises the contributions that different professional groups bring to health care, providing opportunities for shared learning as individual modules can be accessed by theatre nurses and qualified ODPs wishing to enhance their knowledge and skills. Other key features of the new programme are reflective and evidence based practice and the recognition of how apparently different disciplines, such as surgery, anaesthesia and recovery, are inexorably interdependent. Assessments are firmly linked to practice. A variety of assessment methods for both theory and practice has marked a distinct departure from the existing NVQ process and is intended to promote an enquiring approach to practice in students accessing the modules.



CLINICAL SKILLS LABORATORY, HOMERTON SCHOOL OF HEALTH STUDIES,
FULBOURN, CAMBRIDGE



The Open University's School of Health and Social Welfare has recently introduced a new Pre-registration Nursing programme. This new innovation offers a work-based, supported open learning route to Nurse registration and the Diploma of Higher Education (Nursing). The Open University, in conjunction with its NHS partner organisations, introduced the programme in 2002. It was developed in order to increase training opportunities for staff already working in health care organisations. The programme is currently open to staff in England working in organisations that have agreed partnership arrangements with the OU. The programme contributes to recruitment and retention of staff by opening new progression routes.

The Open University was established to give people a chance to study at university level without giving up their jobs or other commitments. About 80% of students are in employment whilst they are studying. Their previous educational experience ranges from those with no qualifications, to those who already have a degree. The university has an open access policy and it is what students achieve through studying that is important, not their entry qualifications. The Open University offers health care training opportunities to people for whom traditional routes to training are less accessible.

In July 2002, the Centre for Inter-Professional Practice was formed to facilitate the continuing professional development of teams in health and social care across Norfolk and Suffolk. The Centre's view is that effective inter-personal learning should address the attributes, skills and knowledge required for the mutual respect and effective communication both across members of inter-professional teams and between teams, leading to real improvements in patient/client care.

In the first year the Centre has:

- developed an inter-professional CPD learning package which has led to real changes in the way a team works and improvements in patient care. This has been developed in partnership with the Norfolk and Norwich University Hospital NHS Trust.
- developed an inter-professional 'buddy group' programme for all pre-registration health professional students at UEA. The aim has been to ensure that students work together to solve real clinical scenarios and explore their professional working around common health care problems relating to each of the National Health Service Frameworks.

The Centre is a contributor to the Department of Health's Common Learning website and is a member of CAPE (UK Centre for the Advancement of Interprofessional Education).



OPEN UNIVERSITY, CINTRA HOUSE, CAMBRIDGE



THE NEW BUILDING OF THE SCHOOL OF MEDICINE, HEALTH POLICY AND PRACTICE, UEA



THE STUDENTS' SOCIAL AREA IN THE SCHOOL OF MEDICINE, HEALTH POLICY AND PRACTICE, UEA

Training Opportunities in the East of England

*An at a glance guide to the courses offered in the region.
Please contact the people named opposite for further details.*

	APU	Cambridge	Cranfield	Essex	Herts	Homerton	Luton	OU	Suffolk	UEA
Biomedical Sciences	●	●	●	●	●	●				
Clinical Psychology				●	●					●
Medicine		●								●
Midwifery	●				●	●	●		●	●
Nursing	●			●	●	●	●	●	●	●
Occupational Therapy	●									●
Operating Department Practise	●					●	●			●
Optometry	●									
Paramedic	●				●					
Pharmacy										●
Physiotherapy	●			●	●					●
Post-registration Programmes	●	●	●	●	●	●	●	●	●	●
Radiography	●				●				●	
Research Degrees	●	●	●	●	●	●	●	●		●
Social Care	●				●		●	●	●	●

Our Universities Would Like to Talk to You...

The universities and higher education institutions of the East of England are building the future of a modern health service today:

- through continuing professional development for established staff
- through the education and training of the next generation of doctors, nurses, midwives, therapists and the full range of health professionals
- through ground breaking research in medicine and in health policy and practice
- through partnership working with health service colleagues in the research and development of contemporary practice
- through consultancy.

Our institutions can support the service with not only the specialist skills of Schools of Medicine and Health but the full range of capability of higher education in management, information technology, education, environmental science, design, architecture, engineering and physical sciences.

We are working in close partnership with the employers and service providers to anticipate and to provide for the changing requirements of a modern health service. We are committed to making the strongest possible contribution to the success of the service in the region.

If you think we might be able to help you with any of the multitude of tasks which you face in the health service, then contact any of the front-line and senior staff featured below. They will be delighted to talk to you. The universities and colleges in the region are working in an increasingly collaborative spirit, so if one institution cannot help you, its staff will help you find your way to another that can.

If you are already working with one of our universities or higher education institutions, then thank you for your support. If not, then we look forward to talking to you.

Call today to find out how we can help you.

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With over 20,000 students in training for medicine and allied professions; world-class, cutting edge research and close engagement with health professionals in the region; our universities and colleges are helping to build the health service of the future for the East of England.

Higher Education in the East of England

Helping to Deliver Health Care



Association of Universities in the East of England

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