



Council of
Deans of Health

Twenty years of
leadership in education
and research

UK health faculties' global engagement

May 2018

Dorothea Baltruks and Professor Guy Daly



Contents

Foreword	3
Executive Summary	4
1. Introduction	5
2. How UK health faculties engage globally	7
2.1. Cross-national training and education initiatives	7
2.2. Transnational education	14
2.3. Capacity building and curriculum development	21
2.4. International student and staff exchange programmes	33
2.5. International research	38
2.6. International organisations and networks of health educators and researchers	45
3. Conclusion: Opportunities for and obstacles to future growth	50
4. References	53
Annex I: Membership of the Council's Global Advisory Group	54

For further information contact:

Council of Deans of Health
Woburn House, 20 Tavistock Square, London, WC1H 9HQ
www.councilofdeans.org.uk
@councilofdeans
© 2018 Council of Deans of Health

Foreword

The increased internationalisation of higher education and massive growth in digital learning have opened opportunities for sharing best practice, running joint education programmes across the globe, participating in EU-funded activities with other European partners and enhancing research and development world-wide. There are only 15 countries in the world where UK institutions do not currently provide transnational education. Healthcare higher education is no exception to these developments.

Our report throws a spotlight on the diversity of initiatives with which our faculties of health engage on a regular basis. Our members' examples range from partnerships with countries as close as Finland and Malta to as far as Uganda and China. They include transnational education and training initiatives, capacity building and curriculum development, international staff and student exchange programmes and international research. Our members' global activity focusses on a huge variety of themes across nursing, midwifery and allied health including patient safety, widening participation, cultural competence and student leadership. We are particularly pleased to highlight examples that tackle relevant global issues such as gender-based-violence, home-based care for people living with HIV, improvement of health of women and children in low-income-countries and tackling stigmatisation of children with albinism.

Global initiatives present excellent ways for universities to engage with international policy-makers such as the World Health Organisation (WHO), the European Union (EU) and government health departments as well as charities and non-governmental organisations (NGOs). They also provide opportunities to improve care globally and grow the recognition of the value of healthcare professionals. However, these initiatives do come with challenges for universities such as uncertainty of sustainable funding (particularly with EU partnerships) as most activities are project-based, as well as difficulties in measuring outcomes and impact.

Education is borderless and universities look outwards to showcase the value they add to the economy and society. We are delighted to be able to share publicly a selection of examples where our UK universities have demonstrated commitment to global collaboration and development.

Professor Brian Webster-Henderson, Chair, Council of Deans of Health
Dr Katerina Kolyva, Executive Director, Council of Deans of Health

Executive Summary

Borderless education, international research and cross-national cooperation have become important aspects of UK universities' strategies. Global engagement activities provide business opportunities, can help to diversify the student base, and enable UK-based academics to engage in international development and knowledge mobilisation. Faculties providing nursing, midwifery and allied health education are engaging with these opportunities and producing world class examples of international partnerships, teaching, research and capacity building.

This report illustrates the diverse and exciting range of international projects that UK faculties providing nursing, midwifery and allied health education are engaged with. Sixteen of the Council's members have contributed to this publication to illustrate the diverse landscape of international collaborations and projects our members are engaged with, showcasing the institutional and global benefits of being internationally active. From capacity building in Eritrea to undergraduate provision of allied health profession subjects in Malaysia, our members are making significant contributions to the improvement of healthcare systems and care around the world. The UK's engagement and expertise in research and evidence-based practice is an asset that comes through in examples where members have helped to establish midwifery research in Sub-Saharan African countries and a research centre to investigate the high prevalence of injuries in Nepal.

The 24 examples in this report provide a broad insight into faculties' international achievements and the impact they are having both in the UK and in partnering countries. Student and staff exchange programmes, for instance, can build participants' cultural awareness and provide them with a different perspective on clinical practice as the Council's joint report¹ with Universities UK International showed.

This report highlights some key opportunities for and obstacles to future growth of health faculties' global engagement. The growing recognition of the contribution nursing, midwifery and allied health professionals are making to improving health and care services globally is an encouraging development. Advancements in technology, particularly low-cost global communication channels have opened opportunities for collaboration and exchange even for small subject areas and remote places in the world. On the flip side, competition from other countries is increasing rapidly at a time when the UK's decision to leave the European Union has cast uncertainty over future access to EU research funding and EU mobility schemes.

We hope this report provides an exciting insight into the opportunities for health faculties to engage globally and the impact on people's lives they can have all over the world.

¹ Council of Deans of Health and Universities UK International (2017) [Outward student mobility for nurse, midwife and AHP students](#)

1. Introduction

The Council of Deans of Health represents 83 UK university faculties engaged in nursing, midwifery and allied health education and research.

UK universities' long-standing international engagement has helped raise the profile of the UK higher education sector globally. It has enabled British students to gain international study and work experience and more than 400,000 international students each year to experience the world-class education the UK has to offer.² Cross-national research has helped advance human progress and disseminate knowledge around the globe.

Health faculties have been an integral part of this international engagement, even though these are often not as visible as other disciplines with a longer history in the higher education sector and more extensive resources in this area.

This report aims to make the global activities of nursing, midwifery and allied health faculties visible by illustrating the range of engagement initiatives with 24 examples from within our membership. The report will conclude by describing key opportunities for, and obstacles to, growing our disciplines' global engagement in the future.

The report will describe six types of global engagement:

1. Cross-national training and education initiatives
2. Transnational education
3. Capacity building and curriculum development
4. International student and staff exchange programmes
5. International research
6. International organisations and networks of health educators and researchers

Acknowledgements

We would like to thank Joanne Bowring and Anji Kadam, Policy Officers at the Council of Deans of Health for their assistance with this report.

We would also like to thank the Council's Global Advisory Group (see Annex I for details) for reviewing this publication and for helping us to obtain so many examples of global engagement activities from institutions across the UK.

Thank you to the following members who kindly shared their examples with us:

Bangor University
Canterbury Christ Church University
Coventry University

² Universities UK International (2017) [The UK's competitive advantage](#)

King's College London
Northumbria University
Robert Gordon University
University of Birmingham
University of Bradford
University of Brighton
University of Dundee
University of Edinburgh
University of Exeter
University of Manchester
University of Nottingham
University of the West of England

Methodology

After the Council had decided to incorporate a project looking at examples of UK health faculties' international engagement in its work plan for the academic year 2016/17, a first call for examples was included in the Council's weekly members' Bulletin on 10 August 2017. We repeated this call in Bulletins on 17 August 2017 and on 23 February 2018, and spoke to members verbally about the project at Council of Deans of Health Wales, Council of Deans of Health Scotland and other meetings.

We received examples from 16 institutions, some of which suggested several engagement examples. Given the diversity and high quality of the examples, we decided to feature examples from all of the institutions that approached us but to limit the number of examples to a maximum of two per institution.³ We selected the examples on the basis of the type of engagement, the professions involved, the partner countries and regions, the impact the project has had, and where the UK institution was based to cover a diverse range of examples.

Once the examples were selected, the Council developed a case study template with key questions about the duration of the project, its objectives, funding and resources, what had gone well and what obstacles it had faced, as well as whether any evaluation has been conducted or planned.

A draft of the publication was sent to the Global Advisory Group for review in April 2018.

³ Please note that in addition to its two examples, the University of Manchester is also featured in the example of the International Society of Psychiatric-Mental Health Nurses as its current President is based at the University of Manchester.

2. How UK health faculties engage globally

2.1. Cross-national training and education initiatives

There is a great variety of cross-national projects and initiatives that aim to develop collaboratively certain aspects of nursing, midwifery and allied health education and training. The examples in this section illustrate shared challenges and areas of development, such as cultural sensitivity or teaching students about gender-based violence. By contrast, the focus of the examples of the European Master of Science in Occupational Therapy and of the European Junior Leadership Academy, lies on fostering the leadership skills of students early on in their career. Several projects are based on digital tools and platforms, including Coventry University's partnership with South Africa on paramedic science.

Optimising patient safety through culturally competent simulation-based education with health professionals



This project aims to optimise patient safety by integrating cultural competence into simulation-based education. Simulation education is designed to increase the safety quotient and effectiveness of clinical practice through the rehearsal of skills in an artificial and authentic environment. Diverse patient characteristics may be conveyed through cultural, sensory, language, physical or psychological difference and may increase communication error and threaten patient safety. Arguably, culturally competent health professionals are better prepared to respond to patients with diverse needs relating to, for example, their gender, ethnicity, disability or age. Equipping health professionals and educators with the tools they need to assess and improve their cultural competence will undoubtedly benefit patients.



The focus of this project is inclusive clinical practice and this applies not only to patients, but also to diverse health professional students and diverse faculty teachers, for example those from an ethnic minority background or people experiencing hearing loss. There will be eight health professional education simulation facilities involved in this project across four European countries from universities in England (University of Bradford), Ireland (University College Cork; National University of Ireland, Cork), Finland (Savonia-Ammattikorkeakoulu Oy) and Slovenia (Univerza v Mariboru). The target population for this project is pre and post-registration health professionals (including nurses, physiotherapists, occupational therapists, paramedics and medical students) across all programme year groups.

The project, known as 'Sim-versity', has received EUR 299,538 from Erasmus+ and runs from September 2017 to August 2020 (Project identifier: 2017-1-UK01-KA203-036589).

The project objectives are to:

1. Create a multi-platform web hub dedicated to simulation-based education and cultural competence.
2. Design, pilot, adapt and implement a web-based cultural competence self-assessment tool for simulation-based education with health professionals.
3. Design, pilot, adapt and implement a web-based cultural competence tool-kit for health professional simulation-based education.

The project will draw on the Association for Simulated Practice in Healthcare (ASPIH) standards and best current evidence around patient safety and cultural competence.

The results will be a suite of web-based tools that will be available to health professionals and educators to facilitate cultural competence. The consequence of culturally competent health professionals should be an increase in patient safety and benefit through improved communication and interactions. This could be formally tested later. The project outputs will contribute to the knowledge base around simulation-based education and cultural competence.

For more information on this project, please contact [Dr Gabrielle Tracy McClelland](#), Project Manager, University of Bradford.

Developing an interdisciplinary, online learning resource for healthcare students internationally on the global problem of gender based violence



This project is funded by the Universitas 21, a network of high ranking universities from around the world, and is led by the University of Birmingham. It started in September 2017 and will run for 12 months. The international academic team consists of Caroline Bradbury-Jones (PI) (University of Birmingham); Peter Adams (University of Auckland); Helen Billings (University of Birmingham); Kelsey Hegarty (University of Melbourne); Svetlana Kishchenko (University of British Columbia); Julie McGarry (University of Nottingham); Clare McFeely (University of Glasgow); Janie Sheridan (University of Auckland).



UNIVERSITAS 21
Health Sciences

Gender-based violence (GBV) covers a range of issues, such as intimate partner violence, female genital mutilation, human trafficking and sexual abuse. Although men and boys can be victims of GBV, it is widely acknowledged that the majority of people affected are women and girls. Healthcare students who have taken part in previous research said that they often feel underprepared to deal with different aspects of GBV and want a wider range of knowledge and skills in order to develop greater confidence to deal with GBV.

This study is a collaboration between six universities covering five countries (Australia, Canada, England, Scotland and New Zealand) within three Universitas 21 regions. The core team has come together as experts in the field of GBV, representing different health disciplines, including nursing, medicine, midwifery, psychology, pharmacy and public health. The study has two main parts:

1. Surveying students and staff across participating organisations to establish their current understanding and confidence around GBV issues. The survey will also establish preferred approaches to online learning.
2. Developing a “reusable learning object” (RLO) led by the University of Nottingham. This will be a simple twenty-minute electronic learning tool. It will be co-produced in a creative way with healthcare students and staff. This new resource will be launched at the Universitas 21 Health Sciences Group meeting in Melbourne in September 2018, where it will be made available via open access to all healthcare students within and beyond the participating universities.

The project has a number of inter-related objectives both about the topic (GBV), the learning approach (an electronic reusable learning object) and the context (multi-professional and international):

- Investigating the pedagogical needs of students across Universitas 21 regions and how these can be met by the GBV resource;
- The content, design and discipline-specific requirements of the GBV resource;
- How language and cultural issues can be overcome in design and delivery of a GBV resource;
- How potentially competing needs of students from different disciplines, universities and countries can be synthesised into a generic resource;
- How likely it is that the GBV resource will promote inter-professional learning about GBV;
- How a GBV resource might be integrated into Universitas 21 health sciences curricula across different countries.

The envisaged outcome of the project is that healthcare students from a range of programmes across the world will have a new, interactive resource to help them learn about GBV and support their future practice.

The data from the surveys will enable a clear contextual picture of current attitudes among staff and students to both GBV and electronic learning. The RLO has in-built mechanisms for collecting evaluation data enabling the researchers to assess both effectiveness of the tools and the learning on healthcare students. Further development of the RLO within other countries, particularly low and middle-income countries, is planned.

For further information on the University of Birmingham’s work with GBV and healthcare students, please contact [Dr. Caroline Bradbury-Jones](#), Reader in Nursing, or [Helen Billings](#), Researcher, University of Birmingham.

European Master of Science in Occupational Therapy



The European Master of Science in Occupational Therapy is an international, post-graduate programme offered by a consortium of higher education institutions in Denmark, the Netherlands, Sweden, Switzerland and the UK. It was developed in the mid-1990s to enhance the academic development of occupational therapy in Europe.⁴ Its first cohort started the course in 1999.

The programme complements European policy which promotes inter-cultural dialogue and the mobility of faculty, students and knowledge within the 47 countries of the European Higher Education Area. It has benefited from the support of professional networks from the start, particularly the European Network for Occupational Therapists in Higher Education (ENOTHE), the Council of Occupational Therapists for the European Union (COTEC) and the World Federation of Occupational Therapists (WFOT). In 2016, the programme received the European Consortium for Accreditation's Certificate for Quality in Internationalisation.

The Master's degree is accredited by the Accreditation Organisation of the Netherlands and Flanders NVAO and approved by the Dutch Ministry of Education and Sciences. As of 2017, Swiss and non-European Economic Area (EEA) citizen students have been enrolled at both Amsterdam University of Applied Sciences (AUAS) and at Zurich University of Applied Sciences (ZHAW). In addition to the NVAO accredited European Master of Science Degree that they receive from the AUAS, they receive the degree Europäischer Master of Science ZFH in Ergotherapie from ZHAW. EEA citizen students are enrolled solely at AUAS.

Students are required to travel to the five hosting institutions for each of their first five modules, commencing with the University of Brighton in Module 1. The sixth and final dissertation module is undertaken in the students' home country.

The aim of the European Master of Science in Occupational Therapy is to support the academic development of the discipline, primarily in Europe but also worldwide, and to ultimately benefit the health and well-being of individuals and society. In achieving this aim, the programme aims to fulfil general (Dublin Descriptors) and specific (OT-Tuning Report) learning outcomes for advanced education on MSc-level in the following areas:

- In-depth disciplinary competences on society, culture and diversity related to occupation and participation (macro, meso and micro level) nationally and globally, including relevant inter-disciplinary knowledge;
- Scientific competences in a variety of research methodologies and their epistemological basis, including application to a specific research project (thesis) relevant for the discipline;

⁴ Roberts A E K, MacRae A, Kinébanian A, Strong J, Stadnyk R (2003) Innovative advanced masters degree programmes around the world. WFOT Bulletin, 48, November 41-48

- Pedagogical competences in critical reflection and autonomy in learning, including its application to a research project, and preparedness for life-long learning.

Since 1999, the European Master of Science in Occupational Therapy has attracted over 240 students from 34 countries, mainly from Europe but also from Asia, Africa, North and South America. The programme is primarily financed by student fees. Since 2017 it has also received additional government-subsidies from the Dutch and Swiss governments, which has reduced the tuition fees.

Graduates are adding to the knowledge base of occupational therapy and occupational science. Between 2002 and 2016, more than 60 articles have been published by graduates in scientific and national professional journals. The programme also aims to provide a pathway to a PhD. By 2015, 13 graduates had gained a PhD and 10 were in progress. The Master's has been accepted as an entry qualification for a PhD at universities in Austria, Canada, Denmark, Germany, the Netherlands, Spain, Sweden, Switzerland and the UK.

What went well:

- Partnership working in the spirit of a joint degree, a shared vision about the academic development of occupational therapy, formalised in the Memorandum of Co-operation;
- Multi-national, multi-lingual faculty staff and students, possessing a wealth of experiences in education, research and practice, which creates a vibrant learning community;
- The network of alumni is committed to a life-long learning process and is developing healthcare internationally, through publications, doctoral and post-doctoral research, education and practice.

The programme has also faced several challenges:

- Impediments to international partnerships such as different accreditation requirements, legal restrictions on funding access and disparities in funding models;
- Sustainability: during the economic recession it was difficult to recruit enough international students to offer a viable, quality programme, especially at a time when many employers limited their support;
- Competition from an increasing number of national and inter-professional masters programmes, especially those that award 120 European Credit Transfer and Accumulation System (ECTS) credits without tuition fees;
- Stringent enforcement of visa regulations with the associated costs for the students and the programme when a visa application is rejected.

Student feedback is an important source of evidence about whether the intended learning outcomes are achieved. Student perspectives on the curriculum are explored informally using the Socrative App for module evaluation in class and formally using the online module evaluation form. Comparison of mean and standard deviation with earlier modules is made in each formal evaluation and discussed at staff meetings. Contemporaneous feedback on the programme and new developments is gathered from the student representatives during the regular meetings with the Programme Management Team.

External examiners have supported the Exam Board in guaranteeing the master level standard since 1999. Initially, international external examiners scrutinised a sample of assignments and attended the oral, thesis examination. Since 2014, the Exam Board includes an independent expert with a decision-making role.

A 2015 survey showed that graduates of the European Masters stayed engaged in education, research and management.



For more information on the Programme, please contact [Dr. Jon Wright](mailto:Dr.Jon.Wright@unb.ac.uk), Principal Lecturer, University of Brighton or visit their website: <http://www.ot-euromaster.eu>

European Junior Leadership Academy RELATE project



The RELATE project runs for three years and aims to identify nursing and midwifery student leaders early in their career journey, with a view to developing their leadership identity, knowledge, attitudes and skills. The project strives to build European educators' competence in developing student leaders through diverse methods including internships. It is therefore a supplement to traditional leadership development usually seen in university nursing and midwifery programmes. The European Junior Leadership Academy (EJLA) is working with the following partner institutions: University of Nottingham (UK), University of Maribor (Slovenia), Trinity College Dublin (Republic of Ireland), and Lisbon Nursing School (Portugal). The programme involves 45 nursing and midwifery students from the partner institutions listed.

The project consists of three key elements:

1. The EJLA, a 12-month programme which consists of leadership retreats, internships, mentoring and peer network projects, to support participants to develop their leadership skills;
2. A Massive Online Open Course (MOOC) will be run in year two of the project and will be open to student nurses and midwives all over the world;

3. A Leadership Summit for student midwives and nurses in 2019 will bring together 100 student nurses and midwives from Europe for a knowledge sharing session on student leadership.

The project is funded through an Erasmus+ Strategic Partnership grant of £234,000.



Figure 1 EJLA Summit hosted by the University of Nottingham in 2017

For more information on the RELATE project, please contact [Stacy Johnson](#), Associate Professor, University of Nottingham, or visit EJLA's website: www.ejla.eu

Connecting paramedic students in Coventry, Durban and Johannesburg



The inPACT Online International Learning (OIL) project is a collaborative project between Paramedic students in their final years of study at Coventry University in the UK, the University of Johannesburg and Durban University of Technology in South Africa. The project has created an online platform for students to engage cross-culturally with each other, and to discuss current practice and trends in their national training. The project started five years ago and forms part of Coventry University's Internationalisation at Home Strategy.

The practice has three phases:

Phase 1: Students are introduced to the inPACT project, divided into groups and registered with digital platforms. Introduction to counterparts at partner institutions are established.

Phase 2: Both student groups are invited to create a short 6-minute video clip using freely available editing tools that highlights one area of their training or paramedic skill set. Videos are uploaded to a digital platform for all to view and comment on asynchronously.

Phase 3: Students meet via an online conference platform to discuss an evidence base behind their Paramedic practice.

The project aims to:

- develop cross-cultural communication skills amongst paramedic students to gain insight into international practice and the evidence base behind paramedic practice;
- enable students to acquire knowledge and skills specific to paramedic science;
- familiarise students with other cultures, countries or regions;
- enable students to better navigate cultural and linguistic differences, and develop intercultural awareness;
- develop students' ability to make decisions informed by context and culture;
- help students to develop an understanding of contemporary global issues at local, national and global levels as informed, engaged, responsible, ethical and responsive global citizens.

All OIL projects are hosted by Coventry University on open Moodle and are managed by the course teams. There are no financial costs involved for either of the involved institutions. The projects are developed by the course/module team in association with the Coventry University's learning technologists.

For more information on the project, please contact [Richard Luck](#), Associate Head of School (International), School of Nursing Midwifery and Health, Coventry University.

2.2. Transnational education

Transnational education (TNE) refers to higher education institutions providing courses to students who live in a different country to where the institution is based. TNE provided by UK higher education is an area that has experienced explosive growth in the last five years with a reported 13.4 per cent growth in UK institutions' education abroad between 2012-13 and 2014-15.⁵ With advances in technology and a recognised need for globalisation and internationalisation in order to remain attractive to international audiences, TNE has become an important part of most UK universities' business model. There are only 15 countries in the world where UK institutions do not currently provide TNE. The countries with the highest

⁵ Feldman, P (2017) [Borderless education must become the norm for UK universities](#). Times Higher Education Supplement.

number of students engaging with UK provided TNE are Malaysia, Hong Kong and China.⁶ The benefits for UK institutions include raising their global profile, diversification of their student base, financial benefits, as well as developing long standing business relationships. Learners obtain a qualification from a UK university whilst being able to continue family or employment engagements in their own country. Hosting countries benefit from the arrangement by filling workforce gaps and utilising the experience and standing of UK higher education institutions.

The nature of the courses, education delivery and students are determined by many factors including the needs of the country where the education is developed, including workforce needs, and the aspirations of the UK institution. In addition to temporary opportunities for learners to access learning in another country, in recent years there have been other modes of TNE that have become common place.⁷ The modes of delivery can be categorised into distance online learning (with or without local support); local delivery partnerships (joint degrees, accreditation and validation, franchised programmes); and physical presence (branch campus, travelling faculty staff etc).

Table 1: Modes of delivery higher education institutions utilise to deliver TNE (adapted from UK Higher Education International Unit (2016) The scale and scope of UK higher education transnational education)

	% of students	% of programmes
Distance/online learning		
....with local support	71%	38%
....without local support	28%	57%
Blended	0%	4%
Total	100%	100%
Local delivery partnership		
Double dual, or multiple degree	11%	9%
Franchised programme	45%	45%
Joint degree	9%	14%
'Top up' programme	0%	0%
Validation or 'quality assurance' programme	35%	32%
Total	100%	100%
Physical presence		
Branch campus	53%	71%
Flying faculty or 'outreach'	47%	25%
Study centre	1%	4%
Total	100%	100%

Several Council of Deans of Health member institutions provide TNE courses in nursing, midwifery and allied health abroad. The following examples illustrate the diversity of such courses:

⁶ UK Higher Education International Unit (2016) The scale and scope of UK higher education transnational education.

⁷ UK Higher Education International Unit (2016) The scale and scope of UK higher education transnational education.

- **Edinburgh Napier University:** BSc Nursing (top up)

Since 2010, Edinburgh Napier University's School of Health and Social Care has been offering a 'top up' BSc in Nursing to those who already hold a diploma in nursing in collaboration with a partner institution in Singapore. The course is run by staff at Edinburgh Napier University with assignments marked by Edinburgh Napier faculty staff and accredited by the Singapore Nursing Board. Around 350 students undertake the course every year.

- **Queen Margaret University:** BSc (Hons) Dietetics; BSc (Hons) Nursing; BSc (Hons) Occupational Therapy; BSc (Hons) Physiotherapy; BSc (Hons) Podiatry; MSc Advanced Dietetic Practice

Queen Margaret University has a partnership arrangement with AKMI Metropolitan College in Greece. The partnership offers a range of nursing and allied health profession qualifications. All courses are hosted and taught by a local higher education institution in Greece, but the qualifications are awarded by Queen Margaret University in Edinburgh. For example, BSc Podiatry is the only course in podiatry in the whole of Greece and is based at the AKMI Metropolitan College in partnership with Queen Margaret University in Edinburgh. Students attend the AKMI college in Greece and the degree is awarded by Queen Margaret University. Graduates of the course gain registration with the Health and Care Professions Council (HCPC), through the international route.

- **The University of Nottingham:** Online BSc (Hons) Health Care Studies (Nursing) (Top Up)

This online course enables students to build on their existing nursing qualification and gain a UK BSc degree, with the opportunity to develop in-depth knowledge in a specialist clinical area. Students must be a registered nurse in their own country and hold an undergraduate diploma level (non-degree) qualification, alongside having a minimum of one year's clinical experience. The course is open to UK, EU and international students.

The examples of Northumbria University's provision of an undergraduate nursing degree in Malta and Teesside University's provision of AHP undergraduate courses in Malaysia will provide more detailed information on the context, financial and regulatory arrangements as well as cultural considerations of TNE programmes.

TNE can also be provided online, allowing flexibility for both user and education provider at a lower cost to both parties. It can also be used as a tool for developing education capacity in another country, as the University of Edinburgh's e-learning projects in Malawi illustrate.

A new nurse education partnership in Malta



Northumbria University's Department of Nursing, Midwifery and Health has collaborated with the Maltese Government, Malta College of Arts, Science and Technology (MCAST) and the Maltese Union of Midwives

and Nurses (MUMN) to validate a new three-year degree in Malta leading to BSc (hons) Nursing Science with registered nurse status.

As in many other countries, there is currently a shortage of qualified nurses in Malta. Northumbria University was approached by the Maltese Government to work in partnership to deliver nurse education in Malta in order to provide more nurses for the Maltese healthcare system. Northumbria University has agreed to deliver two cohorts of 30 students who gain their degree from Northumbria University, with numbers likely to increase once the delivery model is fully embedded. The programme meets EU requirements for registered general nursing and is approved by the Maltese Council for Nurses and Midwives.

The majority of teaching is being undertaken by Northumbria University lecturers who have welcomed this excellent opportunity to teach abroad and make a contribution to the development of a new international community of nurse education practice. Northumbria University is currently discussing potential for further developments for Continuing Professional Development (CPD) for qualified nurses and is exploring collaborative research opportunities. This development supports Northumbria University's aspiration to further increase its global reputation as a provider of outstanding nurse education and research.

The partnership has been approved for an initial six years for two full three-year cohorts with a desire to extend to ten years after initial evaluation.

The project was financed by a large private healthcare company which was investing in healthcare facilities in Malta and needed more nurses. Malta Enterprise, the Maltese Government's development agency, facilitated the financial partnership between MCAST and the investors, and the education partnership between Northumbria and MCAST. The investment included funding the development and delivery of the programme and the setting up of contemporary clinical skills teaching facilities to support the programme with advice from clinical skills teaching experts from Northumbria University.

The programme started in October 2017 and the students have completed their first placements. Feedback from all stakeholders, including nurse mentors in Malta, has been very positive. Student academic and practice achievement to date has been as expected.

Key challenges included ensuring that mentors were prepared to the high standard required to support the learning and assessment of Northumbria University students on placement, as mentors had previously been used to working with only a single provider of nurse education. Ensuring suitable placements were made available for these extra students in the system was also a challenge, however, with Government and MUMN backing, placements have been made available. These are being coordinated and quality assured by the MCAST team in partnership with visiting lecturers from Northumbria University.

The ongoing collaboration with nursing colleagues at MCAST is also supporting the internationalisation of Northumbria University's UK curriculum and they have recently secured a new reciprocal Erasmus agreement with MCAST for both staff and student exchange.

This new collaborative venture and partnership will be evaluated rigorously by Northumbria University's usual quality enhancement processes with the aim of continuous quality improvement of the students' experiences and their academic achievement. In addition, a case study methodology is being used to undertake a more in-depth empirical research study to better understand stakeholders' perceptions of this new venture and the factors influencing its progress and outcomes. The learning from this study will be disseminated via relevant conferences and international peer reviewed journals.



Figure 2 L-r Tonio Pace, Institute of Applied Sciences; Phyllis Farrugia Abanifi & Doreen Micallef, MCAST; Jon Reast, Northumbria University, Ing Alex Rizzo, MCAST; Alison Machin, Northumbria University

For more information on this partnership, please contact [Professor Alison Machin](#), Head of Department of Nursing, Midwifery and Health, Northumbria University.

Undergraduate provision of AHP subjects in Malaysia



Since 2003, Teesside University's School of Health and Social Care has been working in collaboration with the Universiti Teknologi Mara (UiTM) in Malaysia to provide top-up degrees in BSc (hons) Applied Rehabilitation (Physiotherapy), BSc (Hons) Applied Rehabilitation (Occupational Therapy) and BSc (Hons) Medical Imaging. The two-year courses are offered to students who hold a diploma in their respective clinical area and provide an opportunity for students to advance their careers and support service development within their practice area in Malaysia. Modules are delivered using a blended approach with students attending three two-week study blocks and other modules are delivered online. There are no holiday periods within the course structure in recognition of the diverse cultural

backgrounds of the students. Instead, Teesside University support mechanisms are utilised to allow students the time they need to honour their religious and cultural festivals.

Students are self-funding and have the option of using their Employee Provident Fund (rather like the UK pension scheme) to part-fund their education. UiTM supports students in accessing these funds.

All students are in full-time employment in Malaysia, therefore they have reported that time management has been essential to their success. Personal effectiveness is a core taught element within the course and with this personal development opportunity, along with support from the course team, 614 students have successfully completed the course since 2003.



Figure 3 A special 2017 Alumni dinner to celebrate the graduation of students who have completed a range of Teesside University programmes in Malaysia was held in February 2018

For more information on the collaboration, please contact [Dr Susy Cook](#), Associate Dean (International) or [Sylvia Tuna](#), Senior Lecturer, Teesside University.

Using e-learning to transform medical and healthcare professional education in Malawi



These online projects were run between 2009 and 2016 and were led by the University of Edinburgh to increase online learning resources at the College of Medicine and the Kamuzu College of Nursing (KCN) at the University of Malawi. A series of workshops were established to develop resources including online lectures, video clips of clinical procedures and interpersonal communication. Modes of delivery included discussion boards, interactive lectures and blended learning concepts. Key projects focused on the KCN four-year Bachelor of Nursing curriculum, the KCN two-year postgraduate Masters programmes and introducing the Person Centred Care online course from Nursing Studies at the University of Edinburgh to KCN.

These projects were funded from the Scottish Government as part of the Scotland-Malawi partnership. The original initiator for the projects was Professor Dewhurst (University of Edinburgh) who aimed to explore how the range of online learning resources available at the College of Medicine at the University of Edinburgh, could be transferred to the College of Medicine and the KCN at the University of Malawi. In 2010 Professor Dewhurst invited Professor Pam Smith from Nursing Studies (University of Edinburgh) to lead the nursing developments.

The success of the projects relied on strong teams and local leadership, both of which worked well. There was also significant input and collaboration from the University of Edinburgh's Global Health Academy, and two KCN staff who were University of Edinburgh PhD Nursing Studies' graduates and contributed original knowledge of nursing and midwifery education and practice in Malawi.

Significant achievements were:

- The curriculum materials were reviewed and uploaded to a learning platform for the undergraduate four-year Bachelor of Nursing programme;
- The new bespoke learning platform PG Connect was developed and delivered in November 2015 to 40 new Masters' students;
- Scholarships funded by the second online learning project were made available to the KCN Faculty to take the Person Centred Care online course. Four members of staff embraced the experience of learning online and used this to develop their own online teaching;
- The online projects were presented at the 6th International Conference on Community Health Nursing Research, Seoul, South Korea in August 2015: Transforming the education and training of clinical professionals delivering maternal and child healthcare in Malawi with Melanie Hami, Gladys Msiska, Tonks Fawcett, Pam Smith and David Dewhurst;
- An article about the project was published in Medical Teacher journal.⁸

⁸ Dewhurst, D., Borgstein, E., Grant, L. & Begg, M. (2009) Online Virtual Patients – a driver for change in Medical and Healthcare Professional Education in developing countries?



Figure 4 KCN Faculty Workshop Participants with Pam Smith, June 2015

For more information in this project, please contact [Professor Pam Smith](#), Professorial Fellow, University of Edinburgh, or visit their website: <http://malawi.mvm.ed.ac.uk/>

2.3. Capacity building and curriculum development

As the United Nations Development Programme emphasises, capacity development “refers to the process through which individuals, organisations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.”⁹ The examples in this section demonstrate how members of UK health faculties have been working very closely with partners in various countries to support them in achieving their own objectives ranging from building nurse education and training in Eritrea to providing home-based care for people living with HIV/AIDS in Uganda to strengthening evidence-based practice and research in midwifery in Sub-Saharan Africa. Countries around the globe are looking towards UK institutions that lead internally as exemplified by King’s College London’s work with Nanjing Health School in China and the University of Nottingham’s involvement with developing an undergraduate midwifery programme in Indonesia. Internationally recognised expertise can also refer to specific aspects of training that other countries seek to develop, such as abnormality detection in radiography training in Finland that Canterbury Christ Church University is supporting.

⁹ United Nations Development Programme (2009) [Capacity development: A UNDP Primer](#)

The Centre for Global Women's Health/LAMRN Collaboration



The Centre for Global Women's Health, at the University of Manchester (UoM), is a World Health Organisation (WHO) Collaborating Centre, aimed at improving the health of women and children in low and middle income countries. The Centre has an established relationship with the Lugina Africa Midwives Research Network (LAMRN), which comprises six countries in Sub-Saharan Africa (Kenya, Tanzania, Uganda, Malawi, Zambia and Zimbabwe). Over the last five years, the UoM team has led capacity building projects in the LAMRN countries which have involved training midwives in evidence-based practice, research methodology and clinical audit. They have also conducted a number of studies related to intrapartum care, HIV testing, the use of educational games and fistula care. More recently, the team has been leading a large programme of work in the same six countries aimed at preventing and managing stillbirths.



Figure 5 Tina Lavender with a member of staff and two mothers with their new-borns

When UoM started this project, midwifery-led research in the East Central and Southern Africa (ECSA) region was in its infancy resulting in poor availability of data and a lack of information to deal with complex health issues. Midwives wishing to develop their academic skills had been obliged to migrate to developed countries, which offer postgraduate courses unavailable within their region. Whilst midwives were aware of evidence-based practice, this needed further development and dissemination across wider practice areas. Furthermore, whilst midwives had contributed to the research of other disciplines, few were independent researchers.

UoM aimed to improve and increase midwifery research generated in Sub-Saharan Africa and strengthen evidence-based practice through activities including training workshops, conferences, learning and sharing events, online discussion boards, 'buddying' between UK and African members and mentoring of research projects. All activities were based on the principles of evidence-based practice and supported by national and WHO guidelines.

The project has been supported through a number of funders including DFID, the Medical Research Council (MRC), the National Institute for Health Research (NIHR) Global Health Research Scheme, the Laerdal Foundation, the UoM and donor support.

UoM's main partners with whom they have collaboration agreements and Memoranda of Understanding with are the University of Malawi; the University of Nairobi, Kenya; the Ministry of Health, Zambia; Mpilo School of Midwifery, Zimbabwe; Makerere University, Uganda; and the Catholic University of Health and Allied Sciences, Tanzania.

The project is supported by an Advisory Board with members represented from the WHO, Capacity Development International, The University of Zambia, The University of Liverpool, The University of Zimbabwe, JPIEGO, Kenyatta National Hospital, Kenya, the Liverpool School of Tropical Medicine and the International Stillbirth Alliance.

The project has been extremely successful in developing a group of midwives who now share a passion for research and evidence-based practice. More than 200 midwives have now been trained in research and/or clinical audit. The Delphi technique was used to identify locally relevant research priorities and questions, and these informed the completion of 27 projects. Involving all LAMRN participants in the identification of research priorities also contributed to creating a strong sense of local ownership for the research activities. The participatory teaching style and mentoring through a research project exposed participants to the reality of conducting research. Midwives reported a rich learning experience in comparison with more traditional didactic teaching methods.

LAMRN midwives demonstrated increased capability and confidence to engage in research through completion and presentation of research projects and in mentoring others to do research. This is reflected by over 20 peer reviewed publications and over 50 presentations. As a result of this project, the African Journal of Midwifery has become the official journal for LAMRN, thus increasing the networks visibility. The project has also promoted south-south and regional learning, the benefits of which cannot yet be fully realised.

The main challenge was providing meaningful training to midwives from different countries who had varying levels of academic, technical and clinical skills. However, the project demonstrated that it is possible to teach research methods to a mixed cohort in terms both of their previous academic qualifications and role within the profession.

An internal evaluation was conducted by the team and an independent evaluation by Capacity Development International, using a series of questionnaire, interviews and case studies. The evaluation showed that all focal leads who participated in the programme reported that their leadership and project management skills had been strengthened and that their short to medium term career goals was on track or had been achieved. All focal leaders have been involved in developing grant applications and writing research papers, surpassing the targets set within the project log frame.

Most midwives developed their research skills, as demonstrated in the evaluation survey conducted by independent evaluators (Capacity Development International), with 100 per cent of participants indicating

either significant improvement (64 per cent) or some improvement (36 per cent) in skills relating to research identification and methodologies. Similar results were shown for improvement in skills relating to conducting research. However, other transferable skills were also developed, including using a computer, mentoring, team working and leadership.

The qualitative inquiry revealed the positive impact the project had on individual midwives who have been promoted, increased their job satisfaction, gained confidence to question practice and/or gone on to further their education. Over 90 per cent of the core LAMRN midwives agreed or agreed strongly that they were confident to conduct a research project with limited mentoring. Moreover, as a direct result of LAMRN, some midwives have been given the opportunity to contribute their skills at an international level. One midwife from Zambia, for example was invited to sit on the WHO's guideline panel for sepsis, whilst a midwife from Kenya was invited to give a plenary at the 1st International Fear of Childbirth Conference. Importantly, LAMRN has also had an impact on organisations, which have recognised the trained LAMRN midwife as a valuable member of the team. This has resulted in some LAMRN midwives being empowered and supported to develop organisational strategies to continue promoting evidence-based practice.

A number of practice changes also occurred, as indicated in this exemplar case study:

- Melanie Hami, from Malawi, applied research and evidence-based practice skills to identify problems and solutions at Namaru village in Blantyre. In this community, women continued to give birth with a traditional birth attendant (TBA), going against government policy. This village is 15km from the nearest health facility and surrounded by two rivers with no proper bridges, becoming impassable during the rainy season. LAMRN enabled Melanie to find the evidence, and conduct community mapping and problem tree analysis to identify the challenges in relation to maternal and neonatal health. Identified challenges included: long distance to a health care facility, poor road network and undulating topography; lack of transportation to nearest facilities; continued use of TBA. Consequently, the community bought a bicycle ambulance which could immediately address the challenge of transportation.

For more information on the project, please contact [Professor Dame Tina Lavender](#), Professor of Midwifery and Director of the Centre for Global Women's Health, University of Manchester, or visit the LAMRN website: <http://lamrn.org/>

Capacity and capability building in health service provision in Eritrea



Eritrea is a young nation, having gained formal independence in 1993 following a thirty-year War of Independence with Ethiopia. The conflict damaged the infrastructure of the country, including health services. The Eritrean Government is reconstructing its health system, however, despite recent progress Eritrea remains one of the least developed countries in the world. Malnutrition rates remain high and the burden of non-communicable diseases such as diabetes, cardiovascular disease and cancer are

increasing. As the health needs of the population change, professionals with the expertise and skill-set to respond to these were needed. A challenge for Eritrea is having appropriate numbers of highly skilled health professionals able to continue to drive high quality service development. Higher education provision had expanded following independence, but opportunities to undertake continuing professional education were limited. The existing infrastructure was not able to fully meet the demand for capacity building.

Distance learning via an overseas university offered a solution, providing opportunities for health professionals to further their education whilst applying new knowledge and skills directly to the practice arena. The University of Dundee had expertise in distance learning and entered into partnership with the Eritrean Ministry of Health in 2003 to support capacity building for health professionals, providing blended distance learning programmes for nurses and professionals working in the health sector. Since then, more than 150 students have successfully gained a baccalaureate award. In 2013, the Ministry of Health and the University of Dundee agreed to further progress this capacity building, recruiting a cohort of 23 students to MSc distance learning programmes in Global Health & Well-Being, Nursing and Mental Health. Students from this first cohort of students graduated in January 2018.

Programmes are delivered at a distance to promote inclusiveness, providing access to education for individuals who would not be able to travel abroad to complete their studies and for whom there is limited Masters level provision available in Eritrea. Online learning is supported with in-country teaching visits twice a year which provide additional face-to-face learning opportunities and peer support.

The objective of the partnership was to increase the capacity and capability of students, providing them with the skills and knowledge to be able to drive forward service development that would help the Ministry of Health rebuild the country's healthcare system. This is in alignment with the Eritrean Strategic Partnership Cooperation Framework (SPCF) and the Priority Health Research Agenda published by the Ministry of Health Department of Policy, Planning & Human Resource Development.

Some of the 150 graduates have gone on to achieve their MSc with the University and have been promoted to positions where they can influence the development of services as a result of their studies and research projects. For example, one student initially completed the BSc Nursing, went on to gain the MSc Advanced Practice Nursing award and is now Director of Reproductive Services. The dissertation study of this student has been used to develop a national strategy for the prevention and treatment of obstetric fistulae. Another student - one of only two senior mental health nurses in the country - explored the risk of depression in new referrals to a psychiatric clinic. Another student investigated why Eritrea has the highest concentration of road traffic accident related deaths worldwide by combining data sets from different organisations including emergency services, police, hospitals, environmental and traffic departments discovered that there are range of contributing risk factors, which can now inform strategic level policy development.

A number of these students presented their work at a research symposium in January 2018 in Asmara attended by a wide range of senior government officials and ministers, including the Minister of Health. It was the first event of its kind in Eritrea.



Figure 6 Jo Corlett with the first Eritrean MSc cohort and a teacher at Orotta Hospital Asmara

Trying to deliver an online programme in a country where connectivity is poor and power cuts are frequent is challenging. The in-country teaching visits were critical to minimising the impact of this and were highly valued by the students, some of whom would travel for several days from the remote regions to attend classes. Students quickly formed a strong alliance as a group, providing peer support for each other.

It was also challenging for staff to work in an environment where they initially felt vulnerable. They quickly adapted and staff who took part have said how much they enjoyed learning about a different culture with unique health challenges. Data gathered from staff indicates how their cultural sensitivity, awareness and competence have developed and in turn enriched their teaching to students in the UK. Staff also said their confidence and resilience had grown as they realised they could cope well and enjoy working in such different circumstances.

A longitudinal study has been collecting data over the last four years, documenting the experiences of the Eritrean students and staff involved. The study has demonstrated that higher order cognitive skills such as critical thinking, analysis and evaluation can be successfully cultivated using a blended distance learning model.

Whilst e-learning was challenging for these students due to limited connectivity and internet access, students developed resilience in surmounting these difficulties. In addition to developing academic skills, students engaged in a process of self-development and confidence building as they perceived themselves as being able to have a positive impact on the delivery and development of health services. The initial results of this study have been published and can be found at:

<http://dx.doi.org/10.19173/irrodl.v18i5.3128>

For more information on the project, please contact [Dr Jo Corlett](#), Associate Dean Learning & Teaching, University of Dundee, or visit their website: <http://shabait.com/articles/nation-building/25672-moh-and-dundee-university-pressing-on-health-for-all->

Mildmay Uganda Collaboration: A systems approach to home based care for people living with HIV/AIDS



The University of Manchester (UoM) has been collaborating with Mildmay Uganda (formerly Mildmay International) since 2000. They have validated a Diploma in Home Based Care for People Living with HIV/AIDS in 2001, taught in Kenya and Uganda. At the time the epidemic was at its peak and there was virtually no home care. Villages often shunned the infected and patients were cared for in overcrowded wards with very limited resources. Training in the management of HIV/AIDS was limited and didactic in approach.

Since 2001, UoM has worked closely with teaching colleagues at Mildmay to develop the Diploma into a Degree and broaden the remit of the course in response to local need, which is now a BSc in Health and Social Systems Management. The teaching style (described locally as 'The Manchester Model') is interactive and encourages critical thinking and independent learning. Alumni from the course have made a considerable impact on the ground with projects varying from reducing stigma in local communities, supporting orphans and vulnerable children, to drug rehabilitation programmes, palliative and end-of-life care. The objectives were aligned to government policies for reducing the transmission of HIV in Kenya and Uganda, and to improve the lives of people living with the virus.

In the late 1990s, Bachelor of Nursing alumni Catherine O'Keefe was working with Mildmay International in Kenya to introduce a novel, systems approach to the management of people living with HIV/AIDS. She developed the Diploma in Home Based Care for People living with HIV/AIDS and approached Professor Karen Luker (former Dean of the School of Nursing Midwifery and Health Visiting) about validation of the course.

The purpose of the collaboration was twofold: firstly, credibility of the diploma through collaboration with an internationally acclaimed Department of Nursing, and secondly, to ensure that the quality of the course was high and to introduce innovative teaching methods based on the Manchester Bachelor of Nursing model.

The project was originally financed by the UK Department for International Development (DFID). The validation fee has been waived by UoM from the outset under various arrangements, latterly its Equity and Merit scheme, which supports students and projects in developing countries.

The key individuals involved in the project have been teaching staff at Mildmay in both Kenya and Uganda, and an Academic Advisor for Nursing at the UoM. They also worked with the Medical Training College in Kisumu, Kenya and Uganda's National Council for Higher Education (NCHE).

The course has been consistently praised for the quality of teaching, management and the excellent projects of students that have had considerable impact on the ground. A periodic review of the programme conducted by senior colleagues at UoM in June 2017 concluded that the collaboration is outstanding and should be supported to continue.

The main challenge has been funding. DFID supported the project financially in the early stages but this was withdrawn, meaning that students now self-fund. A significant number of potential students are unable to fund themselves and others who start the course sometimes interrupt due to financial hardship; a minority withdraw.

The course is consistently evaluated by the programme team – each module, and the course overall. The Academic Advisor for the course from UoM undertakes a quality visit to Mildmay Uganda annually to attend an exam board, programme committee and to oversee student projects. Between visits the Academic Advisor supports the programme team via email and Skype. UoM evaluates the quality of the course and the collaboration through annual and periodic reviews.

In total, 299 graduates have successfully completed the course. Their projects have had a very positive impact on the ground. A recent example is a project at a secondary school near Kampala in which HIV orphans make reusable sanitary towels using donated materials to enable girls to attend school during menstruation. Prior to this they were missing school for a week each month because their carers/grandparents were unable to afford sanitary protection.

An Action Research Project was conducted in the early years of the project which was published in *Qualitative Health Research*.¹⁰ Following a writing for publication workshop conducted by the Academic Advisor in 2016, several of the teaching staff have presented at conferences in East Africa.



Figure 7 Secondary school students in Kampala making sanitary towels

For more information on this project, please contact [Professor Nicky Cullum](#), Professor of Nursing, University of Manchester.

¹⁰ Waterman H, Griffiths J, Gellard L, O’Keeffe C, Olang G, Obwanda E (2007) Power broking, empowering, and educating: The role of home-based care professionals in the reduction of HIV-related stigma in Kenya *Qualitative Health Research* 17 (8) 1028-39

Schooling the next generation of nurses in Nanjing, China



The Florence Nightingale Faculty of Nursing and Midwifery & Palliative Care at King's College London was chosen by the Nanjing Health School in China to work together on this ground-breaking collaboration in nursing education, sharing best practice and providing staff and student exchange opportunities. The project started in 2015 and will be completed in 2020.

The aim of the collaboration is for King's to provide active engagement to facilitate the development of Nanjing Health School becoming a provider of world class graduate-level nurses in a range of specialist areas. This entails preparation of the infrastructure, staff, curriculum and education governance that meet international standards for delivery of high quality nurse education. The project is structured along different workstreams: Continuing Personal and Professional Development (CPPD), staff development, development of existing curriculum and students, development of a new degree level curriculum, and governance of a new college. The objectives are aligned to contractual details and Chinese education and nursing legislation. Finance for the programme was provided by the local education bureau in Jiangsu Province.

The team working on the programme consists of an academic lead (lecturer employed by King's College London and based in London), one project manager based in London and one based in China, (both employed by King's College London) and a project assistant based in London. Other faculty academic staff contribute to the project by delivering CPPD modules in China and attending steering committees in China.

Key achievements of the programme so far are:

- The CPPD modules have been well received;
- Discussions around governance issues;
- Consistency of staff has developed trust on both sides;
- Development of existing students who wish to study in London.

The programme has faced some challenges around language barriers and communicating through an interpreter, local legislation, time difference and IT issues for online calls, as well as differences in the interpretation of the agreed contract. Moreover, differences in the roles of nurses in China and UK had to be considered.

The CPPD modules are evaluated using a written format agreed by both the Faculty and the Health School in China, and modules that King's has adapted for China are peer reviewed internally and externally. Prince 2 project management is used with an associated audit trail.

The Director General of Jiangsu Nursing Association indicates that the delivery of the CPPD modules has increased the use of evidence-based practice both in nursing and midwifery. The Vice Principal of the Health School has indicated that the teachers are trying new educational approaches following input from King's. There is more open discussion on many topics. The Principal of Nanjing Health School says:

"Together, we've engaged in open communication, discussion and enquiry. I believe that we will both draw valuable inspiration from the collaboration for our future work, which will in turn impact on international nursing education." King's agrees with this.

King's intends to publish the outcomes of the programme in both healthcare and management journals as well as in a journal in China.



Figure 8 Nursing students attend a ceremony for the new Nanjing Nightingale College in 2016

For more information on this project, please contact [Mary Crawford](#), Academic Lead for the Nanjing Collaboration, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, King's College London.

The national Indonesian BSc Midwifery curriculum project



AIPKIND was established in 2008 and aims to unite the hundreds of midwifery higher education institutions and to improve the quality of midwifery education in Indonesia. Midwifery has been taught at degree level in Indonesia since 2008 but, due to the limited number of midwives holding masters and higher degrees, the current curriculum was developed by obstetricians. Officials from AIPKIND and partner universities visited the Division of Midwifery, School of Health Sciences at the University of Nottingham in March 2016 to explore potential opportunities for future collaboration. In October 2016 AIPKIND supported an eight-day visit to meet with midwifery stakeholders in Jakarta, Malang and Surabaya.

The University of Nottingham's Head of Division for Midwifery Professor Helen Spiby and Assistant Professor Louise Walker delivered a two-day workshop on evidence-based practice and presented at a

two-day international conference. In addition, executive meetings with key stakeholders (WHO, British Council, Ministry of Health, Ministry of Higher Education, etc.) were held to introduce the Division for Midwifery and to explore potential sources of funding and support for collaborative activities. In March 2017, AIPKIND asked the Division to act as their education consultant to develop, in collaboration with their stakeholders, a midwifery-focused national BSc midwifery curriculum. The project was conducted over three phases:

Phase 1: A table-top review of existing midwifery curricula and creation of an outline curriculum framework and model.

Phase 2: Deliver of a series of workshops with stakeholders to share and develop the proposed curriculum model, outline, content, assessment strategy and context specific midwifery education philosophy.

Phase 3: Design and development of a national undergraduate midwifery curriculum document for approval by AIPKIND. The project is due to be completed by March 2018 and the first BSc Midwifery programme will be delivered in the summer of 2018.

A post-project team evaluation will take place in April 2018 and an evaluation of the programme will be undertaken by AIPKIND.

For more information on the project, please contact [Stacy Johnson](#), Associate Professor, University of Nottingham.

Developing abnormality detection for radiographers in Finland



Clinical reporting of X-ray examinations by radiographers is well established in the UK, following the innovative development of the first radiographer reporting course in 1994 by Canterbury Christ Church University (CCCU), which supports career development as Reporting Radiographers. Several countries including Norway and Denmark have since developed advanced practice models for radiographers which include reporting, but despite the rise in popularity of this career route, in practice the demand for reporting often outstrips availability.

Over the last 30 years, this has resulted in the widespread adoption of 'abnormality detection systems' in the UK. This includes the development of skills by 'non-reporting' diagnostic radiographers equipped to undertake an initial examination of the image and highlight suspicious findings using a brief written report known as the Preliminary Clinical Evaluation (PCE). The PCE then guides busy clinicians who are leading the treatment of patients, and has been shown to improve patient care and outcomes by reducing errors, particularly within emergency settings where there can be delays in obtaining the definitive radiology report. PCE is now recognised by the Society of Radiographers in the UK as a core competence for diagnostic radiographers, and is included in the undergraduate CCCU curriculum offer as a standard, utilising web-based technology to support the learning experience.

Following a visit from the Society of Radiographers in Finland (SORF), where a web-based approach was demonstrated, the Radiography Clinical Reporting team at CCCU was approached again by SORF in 2016, to support the development of PCE skills in Finland, reflecting practice within the UK course. A non-accredited short course provided the vehicle to enable a cohort of Finnish radiography practitioners and lecturers to develop their knowledge and skills in PCE. Two experienced radiography lecturers and reporting radiographers (Lisa Pittock, CCCU and Dr Nick Woznitza, CCCU/ Homerton Hospital, London) delivered single days of taught content directly to participants in Helsinki, organised either side of four months of web-based content, which included online question banks of X-rays to assess knowledge. A 'pre' and 'post' assessment strategy demonstrated individual knowledge gain of participants.

The objective of the four-month project was to engage in activity which supported the transfer of specific UK based knowledge and expertise in radiography reporting to the international context, in this case Finland. In doing this the team sought to use appropriate learning and teaching techniques, to enable a cohort of Finnish radiographers and radiography lecturers to develop the knowledge and skills to undertake 'abnormality detection' of X-ray images (PCE).

The project was financed by SORF and was developed by CCUU and delivered to meet their remit.

As a result of the approach taken, and despite the language barrier, UK-based knowledge and expertise in PCE has been transferred internationally. The development of PCE knowledge in practitioners and lecturing staff will facilitate SORF's expressed desire to spread PCE expertise into practice and into their undergraduate level curriculum.



Figure 9 Preliminary clinical evaluation teaching using current digital resources

The teaching approach and the content was novel to Finnish participants, but is being considered by SORF to develop UG PCE skills and eventually reporting by radiographers in the future. This means that future UG students studying in Finland will have the opportunity to graduate with additional skills to meet the local demand for radiographers to complete PCE, to support the development of enhanced care within Finland.

Individual end of course evaluations acknowledged the increased skills developed in PCE, and the need to develop and practice PCE on an ongoing basis. Wider introduction into practice will help to address the backlog of unreported X-ray examinations and positively impact on patient care.

For more information on the project, please contact [Lisa Pittock](#), Senior Lecturer, Canterbury Christ Church University.

2.4. International student and staff exchange programmes

Student and staff exchange programmes are a key pillar of most universities' international engagement work and participation in such programmes have shown to improve academic attainment and employment outcomes.¹¹ Mobility rates for nursing, midwifery and allied health are much lower than the rate for the UK student population.¹² However, some universities have established successful exchange programmes targeted specifically at nursing, midwifery and AHP students as the Council and Universities UK International's joint publication on outward student mobility showed.¹³ The EU's ERASMUS+ scheme has been an important part of many courses for many nursing, midwifery and allied health students enabling them to study or work in the health sciences in diverse environments. Being exposed to, learning in, and working in these environments as a student can be beneficial in developing a culturally aware healthcare workforce and in challenging the 'norms' of their own country's healthcare systems.¹⁴

Particularly successful has been the exchange programme at Robert Gordon University in Scotland, which has achieved a high rate of nursing and midwifery student mobility. The second example in this section illustrates an AHP student exchange programme focussed on practice placement opportunities abroad. Finally, Coventry University's short-term exchange schemes show that even a week or two can provide a valuable opportunity for students to gain an international perspective on their subject.

International student exchange project



The School of Nursing and Midwifery at Robert Gordon University (RGU) in Aberdeen has a very successful Erasmus+ based student exchange scheme in the UK with RGU students accounting for 19 per cent of all nursing and midwifery Erasmus exchanges in the UK. There are ten partnerships across seven European countries. Additionally, there are two exchange programmes with universities in the USA. This involves in excess of 40 outwardly mobile students per year. The School also receives a similar number of inward mobility students. Teaching staff mobility is undertaken on a biannual basis.

The programme started in 2007/08 with four partners and now has ten partners. The programme is financed through Erasmus+ via the British Council.

The main driver for the project was to ensure that international student mobility was an optional component for as many students as possible. The experiences abroad were complemented by an international health module within the programme.

¹¹ Universities UK International (2017) [Gone international: mobility works](#)

¹² Council of Deans of Health and Universities UK International (2017) [Outward student mobility for nurse, midwife and AHP students](#)

¹³ Ibid.

¹⁴ Marshall, JE (2017) [Experiences of student midwives learning and working abroad in Europe: The value of an Erasmus undergraduate midwifery education programme' Midwifery](#)

With the introduction of 2010 NMC Standards the integration of international exchanges within the programme as approved by the NMC became a requirement of approval. Whilst this posed significant challenges initially, the exchange programme has grown steadily over the decade it has been running. Central to the success of the exchange programme is the work undertaken by the academic staff to ensure that placement areas are audited in line with NMC requirements and that support is provided to enable mentors in the respective countries to carry out clinical assessments to UK standard.

The School has around eight academic staff who cover the exchanges on a country by country basis, are responsible for auditing as well as supporting students and undertaking the minimum eight hours teaching per teaching mobility opportunity.

Applications for an Erasmus placement have increased every year and a robust selection procedure is applied to ensure that students are appropriately motivated to undertake the exchange.

The student experience is evaluated independently both by the university and Erasmus+. The evaluations are generally very positive and where issues have been identified action has been taken. In a small number of cases students can experience challenges with language and communication albeit RGU ensures that all mentors are excellent English speakers. It is essential to ensure that the accommodation and social support is in place for students whilst abroad. In a small number of cases issues have arisen and been dealt with swiftly through a partnership approach involving the exchange coordinators in both countries.



Figure 10 RGU students representing their country at ENNE IP in Pori, Finland, April 2018

The exchange programme was included in the proceedings of the UUKi Go International 2017 conference: *Reaching students from under-represented subjects* in April 2017.

For more information on the programme, please contact [Professor Ian Murray](#), Head of School for Nursing and Midwifery, or [Carol Jackson](#), Nursing Lecturer, Robert Gordon University.

AHP Erasmus exchange programme with Finland and Norway



The Department of Allied Health Professions at the University of the West of England, Bristol (UWE) has an Erasmus partnership with Lapin University of Applied Sciences, Rovaniemi, Finland (physiotherapy) and the Arctic University in Tromso, Norway (physiotherapy, occupational therapy and radiography). All the Erasmus exchanges, both incoming and outgoing, are based on practice placement opportunities.

There is a great deal of parity and professional crossover between the UK and Finnish/Norwegian AHPs and thus the opportunities are similar enough to meet the required learning outcomes, but different enough to enable the student to have a unique and rich experience in understanding health professions and practice in another European country as part of the ERASMUS exchange. These profession specific skills and principles, alongside transferable skills and personal development, are very relevant for the UK UWE graduate and should further enhance their employability after graduation.

Initial work started on the physiotherapy partnership with Lapin University of Applied Sciences in January 2014 for an August 2014 start. This exchange partnership has been running annually since then. The partnership with the Arctic University in Tromso was developed for physiotherapy and occupational therapy in 2016/17 with initial exchanges in the 2017/2018 academic year. Radiography has been set up for the first exchange in September 2018.

Outgoing AHP students (level 6/final year) participate in a 12-13 week experience and within this, undertake the same number of placement weeks as they would in the UK (between 10-13 depending on the programme). The practice area is tailored to the needs of the student within some pre-negotiated parameters between the universities, for example option of mental health or physical health placement in occupational therapy, both a musculoskeletal and rehabilitation placement (neurological /elderly care or paediatric rehabilitation) in physiotherapy and an acute hospital placement in radiography. All partnership agreements need to be signed off at set up point via the HCPC's major change process which ensures that the quality of placement provision, educational processes and student support mechanisms have been developed to meet the HCPC Standards of Education and Training (SETs). This means that practice hours and learning as part of the Erasmus exchange are fully recognised by the HCPC as counting towards the relevant UK AHP degree. Each student has a named host university academic for support and is visited once whilst on their practice placement by a UWE academic staff member (supported by the Erasmus staff mobility processes).

Incoming AHP students essentially take up the practice placement of the outgoing student and are allocated via the University Practice Placement Office. They are registered with UWE Bristol and given ID cards and full access to the facilities. They are enrolled on UWE's 30 credit Erasmus placement module. Student ambassadors welcome and induct incoming students who are supervised by one of UWE's practice placement educators. The students are visited on placement initially by a UWE academic staff member and midway-through, by a host university academic staff member (also as part of the Erasmus staff mobility scheme). Staff visits also facilitate knowledge exchange and sharing of good practice.

The overall objectives of this work align to the UK Strategy for Outward Student Mobility, published by UUKi.¹⁵ The 2017-20 strategy aims to double the percentage of UK domiciled, fulltime, first degree students who undertake international placements as part of their higher education programme. As part of this aim, UWE's Vice Chancellor has signed a pledge to join the "[Go International: Stand Out](#)" campaign. This AHP activity and good practice contributes to this overall strategy.

The UWE study abroad team supports the lead academics for the AHP professional areas in the setting up of exchanges, student recruitment, operationalisation and monitoring of the exchanges (both ways) and in completing all the processing of nominations. They lead on the Erasmus learning agreements and Erasmus/British Council processes for both outgoing and incoming students. This includes compliance with the Erasmus Charter for Higher Education.

The Erasmus staff mobility funding is used to meet costs of the strategic set up, partnership development and university collaboration/practice visits in Finland and Norway by academics.

Operational aspects of the project such as staff time, visits to incoming students and paying student advisors, are resourced by UWE's Faculty of Health and Applied Science/Department of Allied Health Professions.

Limiting the partnerships to two European universities has enabled strong, bespoke and personalised collaboration which ensures effective inter-university communication and focus on quality provision and student experience. Practice educators from all universities have engaged well and worked to further the learning of the Erasmus students on placement. Language has not been an issue.

Challenges have included the need for MRSA screening for students going to Norway, a health restructure in Finland in 2016/7 that reduced the outgoing partnership capacity, and uncertainty about the Erasmus Exchange scheme post-Brexit.

Students complete an Erasmus feedback questionnaire after their outgoing exchange as part of securing their final funding from the British Council. The UWE study abroad team has interrogated the Erasmus participant reports to review the student experience. Key findings indicate that students enjoy their experiences on placement and the opportunity to understand how healthcare works in each other's country.

The Faculty of Health and Applied Sciences has the highest level of overall student satisfaction, with 100 per cent of incoming students reporting they were either "very satisfied" or "satisfied" with their overall experience. Eighty-five per cent of outgoing students agreed that they gained knowledge and skills that they would not have gained in their sending institution. Incoming and outgoing students report feeling well supported by the host university but being on placement can mean that they have less opportunity to engage with other students than if they were undertaking taught modules. These findings are currently unpublished.

¹⁵ Universities UK International, [UK strategy for outward student mobility 2017 – 2020](#)

There is a great interest in the Erasmus opportunity developing further in terms of expansion of student numbers and other allied health professions. Currently, this is primarily limited by the size and range of programmes in UWE's partner organisations. Up to two further partner universities will be sought for AHP Erasmus exchange moving forward but UWE is keen to limit it to four partner universities in order to continue to develop and maintain the personalised relationships and quality provision that has enabled the success of our current focused collaborations.

Prospective students are very interested in the opportunity to have a practice placement abroad, viewing it as unique selling point of the participating UWE AHP validated programmes.

For more information on the programme, please contact [Jacqueline Mullan](#), Associate Head (International), Department of Allied Health Professions, University of the West of England, Bristol.



Figure 11 University of the West of England students in Norway

Short student mobility schemes

Coventry University's School of Nursing, Midwifery and Health has recognised that within the constraints of curriculum design and professional education standards longer term work or study experiences are not always feasible. Therefore, the School has developed a portfolio of strategic partnerships focussed on short-term mobility schemes of one or two weeks. These schemes have been running for four years and consist of a range of different activities including academic lectures or seminars, clinical visits, conference attendance or presentations, and social and/or cultural activities.

The schemes provide Coventry students with an opportunity to discuss professional experiences in formal and informal settings and to develop their interpersonal and intercultural communications skills in the host country. The activities are proving successful and have increased the number of student who partake in mobility schemes.

The schemes' aims are:

- For students to acquire knowledge and skills specific to their discipline;
- To familiarise students with other cultures, countries or regions;
- To enable students to better navigate cultural and linguistic differences, and develop intercultural awareness;

- To develop students' ability to make decisions informed by context and culture;
- For students to develop an understanding of contemporary global issues at local, national and global levels as informed, engaged, responsible, ethical and responsive global citizens.

Students receive a grant from the University's Centre for Global Engagement based on the destination and duration of the visit. Staff time is required to develop strategic partnerships in the partner country, to develop an itinerary and to facilitate activities. Each mobility scheme is evaluated using student reflections.

Examples of destinations and activities include:

- Thirteen BSc (Hons) Mental Health Nursing students have visited partner universities as well as psychiatric and penal services in Florida in the United States.
- Twelve Mental Health and BSc (Hons) Occupational Therapy students have visited a partner university and local mental health inpatient and community services in Hong Kong.
- Twenty BSc (Hons) Adult Nursing students have attended an international week with a Finnish partner.
- Other short-term mobility schemes have been set up in Paramedic Sciences, Dietetics, Children and Young Peoples Nursing.

The School and faculty host incoming visits from the United States, Hong Kong and China. These visiting students engage in a similar range of activities at Coventry University and this enables students to experience these interactions as a part of their courses. For example, Chinese students were included in our UK students' clinical skills sessions and academic lectures, which gave them an opportunity to share their experiences professionally and personally.

For further information on the schemes, please contact [Richard Luck](#), Associate Head of School (International), School of Nursing Midwifery and Health, Coventry University.

2.5. International research

International collaboration in health research makes vital contributions to improving evidence-based guidance and practice, increasing research capacity in participating countries, challenging and testing hypotheses and practices, as well as disseminating and implementing research findings.

One of the key strengths of nursing, midwifery and allied health research lies in its proximity to practice and its impact on improving the organisation and delivery of care services, as well as the education and training of the future workforce. Canterbury Christ Church University has partnered up with Konan Women's University in Japan to research the impact of international exchange programmes on nursing students' cultural competency. Bangor University's International Health Services Research Summer School provides postgraduate students and early career researchers across the health disciplines with a unique opportunity to learn together about research methods, knowledge dissemination as well as to network and discuss their research with colleagues from a range of countries and disciplines.

Building research capacity in the health disciplines is an important objective in many countries and vital to improving evidence-based approaches to addressing local health challenges. The University of the West of England's engagement in supporting the development of an injury research centre in Nepal, and the University of Birmingham's research project on the stigmatisation of children with albinism in sub-Saharan Africa, are inspiring examples of this.

Exploring the impact of an international exchange on the development of healthcare students' cultural sensitivity



To support the development of cultural competence within the student body which is part of the Canterbury Christ Church University (CCCU) international strategy, a number of 'student exchange' visits have been developed. As a result, an initial collaborative arrangement with Konan Women's University, (KWU) in Japan has developed from a simple mutual exchange programme for healthcare students to a joint research project.

KWU students visited CCCU in March 2017 and 2018, participating in a bespoke English Language course, seminars related to nursing and inter-professional education, and NHS and hospice observation placement visits. In June 2017, a CCCU group of eight adult nursing students and one occupational therapy student visited KWU. The programme of events included seminars on traditional foot bathing with their Japanese peers, with observational placement visits in the combined Red Cross Hospital and Emergency Centre for insights into Disaster Management, and a purpose-built rehabilitation centre. In both countries 'cultural' experiences are arranged and on both sides of the world a 'buddy scheme' was established. This allowed time for the students to learn from each other about a range of topics related to nursing, healthcare and life in each other's countries.

Early discussion between staff supported the development of the joint research project, which deepens the relationship and draws on shared research interests. The project explores the impact of, and similarities or differences in experience of such exchange events, by researching the perceptions students have prior to undertaking an international exchange and their perceptions following the exchange. Students from both universities are participants in the study providing a unique western (UK) and eastern (Japanese) comparative.

The first phase of the project involves data collection and analysis from the UK and Japanese students that participated in the exchange visits. KWU and CCCU will publish findings from the first phase in a professional journal based in their respective country. In the second phase, they will analyse the data from both groups of students to explore any differences and similarities. The findings be published in a joint publication in an international high impact journal. CCCU will return to KWU in June 2018.

The project commenced in March 2017 and the current phases of data collection is due to be completed in September 2018. The aim is to publish the findings in a UK Journal by the end of 2018; and a joint publication in March/April 2019. The exchange programme, is part student, part university funded. The

research element has been funded by both universities. In the UK, the researcher successfully applied for European Research Council (ECR) funding for 2017 and 2019. Both the Japanese and UK researchers are supported by more experienced researchers.

Student exchange events can be costly both financially, and in staff time and energy. Since they are designed to support the development of cultural sensitivity considered to be important in care settings, this research aims to explore if this aim is achieved. Since the student bodies of each university are derived from distinctly different cultural backgrounds, an exploration of students' development of cultural sensitivity through international exchanges from both an eastern and western perspective aims to provide useful insights in supporting an expansion of such activity. The findings will also be used to develop research informed teaching as well as providing the students with the opportunity to be immersed within, and therefore understand the participant experience of the research process. Finally, the findings can be used to further develop the content and shape of future exchange visits between the two universities.

In relation to the general exchange visits, there is evidence of positive impact in general terms through reflection as demonstrated by publication in [the Nursing Times](#) and [the Nursing Standard](#).

In relation to the development of the research project, the following aspects have positively supported progression to date:

- Shared enthusiasm and motivation from both the universities to undertake the project;
- Open honest dialogue within the project team, facilitated by the established relationship and the opportunity to update each other during 'exchange' events in each country;
- Efficient data collection (following ethical approval).

Challenges encountered to date include:

- Language and terminology used; different meaning and interpretations in different countries;
- Dominant western influence of some concepts, such as cultural competence;
- Research ethics approval in both universities;
- Translation requirements;
- Time zone differences which meant that most communication was undertaken via email.

Preliminary findings from the UK data suggests that students can learn about differences in culture from international exchanges. However, at this stage it is not evident if and how this has a positive impact on their ability to deliver culturally sensitive care. Other preliminary findings indicate that some students may find it difficult to accept cultural differences when they challenge previously held values and beliefs. At the time of writing, data analysis is taking place.



Figure 12 Canterbury Christ Church University students in Kobe, Japan, June 2017

For more information on this project, please contact [Andrew Southgate](#), Senior Lecturer, Canterbury Christ Church University.

International Health Services Research Summer School in Wales



Bangor University's School of Healthcare Sciences' Health Services Research Summer School offers participants a unique opportunity to gain access to internationally renowned experts in a range of topic areas. These areas include complex interventions and their evaluation (including clinical trials), realist synthesis and evaluation, health economics, implementation, ageing and dementia, primary care, language awareness and the service user perspective. The Summer School runs over five days and is open to delegates from around the globe. In 2017, delegates from Italy, Nigeria, Canada, Denmark, the UK and Qatar participated. In 2018, the School will also welcome at least one delegate from Australia.

The Summer School was conceived in order to provide a platform for postgraduate research students/early career researchers who wish to access expert support in healthcare research and methodology. The Summer School is also suitable for current Masters/ PhD students or healthcare practitioners who wish to develop additional research skills and gain new insights into subject-specific research and methodology. The Summer School is self-financing.

The inaugural Summer School in 2017 was positively evaluated by delegates. International marketing was challenging at times and a learning process, but the organisers were very pleased with the outcomes. They also had very good support from the University's International Education Centre.

The organisers have used written and filmed evaluation. The report of the project has been published in the [local newspaper](#). [Reflections](#) from 2017 alumni are also available as videos.



Figure 13 Professor Chris Burton with international attendees of the Health Sciences Research Summer School in Bangor

For more information on the International Health Services Research Summer School, please contact [Dr Lynne Williams](#), Senior Lecturer in Healthcare Sciences, Bangor University, or visit their website: <https://www.bangor.ac.uk/healthcaresciences/research/summer-school-2018/index.php.en>

NIHR Global Health Research Group on injury research in Nepal



Injuries are the predictable and preventable outcome of particular circumstances, and one of the world's most preventable and pressing public health problems, although currently both neglected and under-resourced. One third of the world's morbidity and mortality due to injuries occur in the 11 countries of the South East Asia Region, of which Nepal is one of the poorest. Nepal has very high rates of unintentional injury, including from natural disasters and road injury. Additionally, there are poor emergency services, therefore injured people often travel for hours to the nearest hospital without stabilisation of their injuries and may deteriorate or die during the journey.

The University of the West of England (UWE) is working with Kathmandu Medical College to establish a Nepal Injury Research Centre to address these challenges. The project commenced in July 2017 and runs to June 2020.

The project aims to establish a sustainable Nepal Injury Research Centre, through which they will be able to provide the research evidence that supports the reduction of injury mortality and morbidity in Nepal. Researchers will work with communities, advocacy groups, health organisations and the Government of Nepal to generate evidence to inform policies and change practice.

The programme of research has four main objectives:

1. Engaging with stakeholders to understand their perspectives, awareness of the problem and priorities for change, and enable effective uptake of research;
2. Evidence through data will develop and pilot a hospital based injury surveillance system and explore the feasibility of collecting information on people who are injured in rural communities;
3. Effective and cost-effective interventions will be identified and developed, adapting proven interventions from other low-income countries where possible, and creating new interventions where necessary;
4. Enhancing capacity and enabling sustainability will establish partnerships to reduce the isolation of the existing injury researchers in Nepal, and to build capacity and capability through training and support.



Figure 14 Traffic in Kathmandu

By working with the Government of Nepal, academic institutions, NGOs and the WHO, the programme of research with national priority areas will support the sustainability of the research centre in the long-term. The project is funded through the NIHR Global Health Research Programme (reference number 16/137/49).

UWE's international partners include Kathmandu Medical College, Mother and Infant Research Activities (MIRA, a research NGO), Nepal Red Cross Society, Swatantrata Abhiyan (an advocacy NGO), the Centre for Injury Prevention Research Bangladesh, and Safe Crossings (a road safety NGO based in the Netherlands). UK partners include the University of Bristol, University Hospitals Bristol NHS Foundation Trust and the Royal Society for the Prevention of Accidents (ROSPA).

The project team has successfully engaged with stakeholders at national and provincial levels and have been delighted at the enthusiasm and interest from their Nepali colleagues. The team has also established formal partnership agreements with its research collaborators.

The project team has conducted four scoping reviews of:

- current policies and legislation that support injury prevention in Nepal;
- existing sources of data reporting injuries;
- existing injury prevention activities;
- published literature on injuries in Nepal.

A key challenge has been establishing the research centre at a time of marked social, political and administrative change in Nepal. Implementation of the constitution of Nepal has led to national, provincial

and local elections and delegation of administrative functions to localities. Hence, the UWE team has had to build relationships and deliver research projects while new structures and processes are being developed.

UWE will be evaluating its activities using qualitative and quantitative research methods, as well as reporting on the research capacity building activities. They anticipate producing a range of outputs, including reports for Government departments and open access publications.

For more information on the Nepal Injury Research Centre please contact [Dr Julie Mytton](#), UK Director of the Nepal Injury Research Centre, University of the West of England, Bristol.

Tackling the killings and stigmatisation of children with albinism in sub-Saharan Africa



The Risk Abuse and Violence (RAV) research programme is based in the School of Nursing at the University of Birmingham. Under the auspices of RAV the University of Birmingham has been undertaking some exciting engagement work in sub-Saharan Africa. They have worked with their research partner at Coventry University to engage with NGOs, local organisations and communities in Malawi, Uganda and Tanzania to address the serious problem of witchcraft-related abuse and stigmatisation of children with albinism.

In some African countries, the birth of a baby with albinism can shock the whole community. They are starkly different in appearance compared with the usual dark pigmentation found in African populations; they are 'white' in a black community. In East Africa they are often referred to as 'ghosts'. Children with albinism are often stigmatised, feared and misunderstood within their own communities. They can be assaulted and sometimes killed for their body parts for use in witchcraft-related rites or to make 'lucky' charms. The purpose of this project is to try and understand and address the issue and to develop interventions that will better protect children with albinism.

The objectives of the project align with many international policies and frameworks, most obviously the United Nations Convention on the Rights of the Child and the United Nations Sustainable Development Goal of Reducing Inequalities.

The current work is informed by considerable research and field projects undertaken by one of the partners, mainly concerned with adults with albinism that have been supported by a number of different funders. The current project has been supported by internal funds from the University of Birmingham, but researchers from the University of Birmingham have also applied for future funding from a major research council.

There are a number of partners involved. In the UK: Professor Julie Taylor and Caroline Bradbury-Jones (University of Birmingham) and Patricia Lund (Coventry University). The UK team works with several partners who are based in or work in Malawi, Uganda and Tanzania, particularly NGOs supporting people with albinism, such as APAM, NELICO, SNUPA, Advantage Africa and Standing Voice.

Multiple research outputs are intended, but the overall aim is to raise awareness at community and policy levels to try to prevent the stigmatisation of children with albinism and the resultant risk of harm perpetrated against them because of their difference.



Figure 15 Delivering crucial sun hats and sun glasses to children with albinism in Malawi

It is too early in the programme to assess its outcomes, but robust evaluations will take place as the work progresses. A number of publications are in progress, with one recently published: Franklin, A., Lund, P., Bradbury-Jones, C. & Taylor, J. Children with Albinism in African Regions: Their rights to 'being' and 'doing'. BMC International Health and Human Rights.

For further information on the University of Birmingham's work with children with Albinism in Africa, please contact [Professor Julie Taylor](#), Albinism Project Lead or [Dr. Caroline Bradbury-Jones](#), RAV programme Lead, or visit RAV's website: <http://www.birmingham.ac.uk/schools/nursing/research/rav.aspx>

2.6. International organisations and networks of health educators and researchers

Over the last decades, nursing, midwifery and allied health have established themselves as academic disciplines not only in the UK, but in many other countries around the globe. Leading academics have been working together to advance their discipline and its international standing. Council members have been engaged with organisations like the [European Federation of Nurse Educators](#) (FINE) or the [European Nursing Research Foundation](#) (ENRF) as well as in European and international professional networks that have research and education committees.

Professor David Richards, the President of the European Academy of Nursing, shared with us how this organisation drives this agenda in Europe, and Professor Steven Pryjmachuk, the new President of the International Society of Psychiatric-Mental Health Nurses summarised how his society supports advanced practice internationally. Our final example in this section, Midwives Moving On, is a relatively new partnership of higher education institutions that provide midwifery education and research with ambitious plans to further international exchange activities for midwifery students and staff.

European Academy of Nursing Science (EANS)



EANS brings together nurses from Europe (members must be working in a European country as defined by the Council of Europe) who have made significant contributions to the advancement of nursing science. The organisation does this by sustaining a forum of European nurse scientists who are developing and promoting knowledge in nursing through research and scholarly achievement. Professor David Richards, Professor of Mental Health Services Research at the University of Exeter and NIHR Senior Investigator, is the current President of EANS.



EANS runs four different types of events: annual meetings, winter summits/scientific meetings, summer conferences and summer schools. Summer schools commenced in 1998 to encourage nurses undertaking a PhD study to add a European dimension to their research. Around 100 PhD students participate annually. EANS is formally registered as an organisation in Brussels, Belgium but has members all over Europe. It is managed through an elected Board consisting of nurse scientists from a wide range of European states.

Founded in 1998, EANS' objective is to create a scientific community in Europe, providing a source of inspiration, collaboration and academic leadership in nursing. EANS focuses on improving the quality of research in nursing undertaken by European nurse scientists through conceptualising nursing as a complex intervention, requiring mixed-methods of research directed at improving the evidence base for practising nurses.

The organisation is primarily financed through membership contributions although it has previously received funding from Marie Curie and European Science Foundation grants. Since the organisation's inception EANS has brought together and educated nurses from more than 30 European countries. One sister project, the REFLECTION Research Network Programme, was funded by research councils from eight different European countries under the umbrella of the European Science Foundation in collaboration with EANS.

EANS is a successful organisation with a strong European nurse scientist base, self-managed by an elected Board. Challenges such as accessing volunteers for the summer school are overcome through the motivations of its members. Other challenges include finding sites for annual activities, primarily the summer school, conference and winter summits. Again, these are overcome by local enthusiasm and the prestige of running these events. Recently, EANS has partnered with national nursing associations such as the Swedish Society of Nursing in 2017, to run large open conferences alongside summer schools, helping to share the organisational burden. Similar events are planned for Ghent in 2018 and Lisbon in 2019.

EANS has conducted surveys of members to examine career developments and research roles. It evaluates all its annual activities through formal feedback forms from delegates.

The EANS/REFLECTION network published a significant research methods text book in 2015: *Complex Interventions in Health: An Overview of Research Methods*, edited by David Richards and Ingalill Rahm Hallberg.

Abstracts from summer conferences are published in the open access journal BMC Nursing.

For more information please contact [Professor David Richards](#), President, [European Academy of Nursing](#).

International Society of Psychiatric-Mental Health Nurses (ISPN)

ISPN was founded in 1999 and aims to support advanced practice psychiatric-mental health nurses in promoting mental health care, literacy, and policy worldwide. Its members are individual psychiatric-mental health nurses and nursing students. The majority of members are doctorally prepared nurses working as university teachers, researchers or advanced practice clinicians.

Steven Prymachuk, Professor of Mental Health Nursing at the University of Manchester, was elected Vice-President of ISPN in 2017 and has been serving as President since April 2018 for one year. As an international psychiatric-mental health nurse, ISPN is delighted to have Professor Prymachuk serving as its president since the organisation has been looking to expand its international reach for some time. It is in the process of forging wider links with psychiatric-mental health nursing organisations worldwide.



ISPN aims to:

- Strengthen the presence and voice of advanced practice psychiatric-mental health (PMH) nurses through contributions to standards, curricula, and public policy statements that promote equitable quality mental health care for individuals, families, and communities;
- Promote advanced practice psychiatric nurses to deliver lifespan mental health care and literacy education to clients, families, and communities;
- Promote members' research and the development of scholarship through funding, presentations, and publications;
- Support members' efforts to collaborate with clients, families, communities, and national and international partners to address mental health issues;
- Provide education, leadership development, and networking for members through conferences, online resources, service opportunities, and partnerships.

ISPN is a member organisation funded by personal subscription. It has approximately 400 members worldwide, the majority coming from the United States.

Despite different healthcare systems, ISPN member countries share the same concerns about mental health and mental health care, for example stigma, inequality, lack of parity with physical health, and lack of investment in mental health service. ISPN is particularly interested in promoting the significant role that

nurses can play in global mental health care and many of its members contributed to the Routledge Handbook of Global Mental Health Nursing (2017; editors Yearwood and Hines-Martin). ISPN also promotes scholarship among psychiatric-mental health nurses through its official journal, Archives of Psychiatric Nursing.

For more information on ISPN, please contact [Steven Prymachuk](mailto:Steven.Prymachuk@man.ac.uk), Professor of Mental Health Nursing, The University of Manchester, or visit their website: www.ispn-psych.org

Midwives Moving On (MiMO)



MiMO is an international partnership between midwifery higher education establishments. The aim of the partnership is to provide a network for international engagement. The partnership is in its infancy with participating institutions from Belgium, Sweden and the UK, but interest in joining from universities in Finland, Greece and New Zealand. The founding members and steering group are:

- Karel de Grote University College, Antwerp, Belgium
- Henallux, Paramedical Department, Namur, Belgium
- Mälardalen University, Västerås, Sweden
- University of Brighton, United Kingdom

The first meeting was in Spring 2015 where the Memorandum of Co-operative was signed. The project was started in response to the increasing movement towards globalisation. International higher education was entering a new stage with cross-border institutional cooperation being the norm. However, it was recognised that cooperation within midwifery education had been of bilateral interest, hence the opportunity was identified for the development of an international midwifery partnership. The aim is to establish a strong partnership that initiates international cooperation in which a diverse range of partners from Europe and beyond will partake. The key to successfully starting and maintaining an international partnership is effective communication, therefore the partnership has established virtual meetings every two months and an annual face to face meeting. Embedded in the annual meeting is a collaborative workshop for the students of the host institution, based on a comparative exercise.

The core aims of the partnership are:

- To offer students international opportunities outside the existing mobility programmes to gain knowledge about different midwifery systems to improve the student's self-reflection; and to facilitate an international experience for those students who do not take part in regular mobility schemes. This includes:
 - A joint international module;
 - Short exchange programmes or other intensive projects;
 - Digital literacy (virtual mobility).
- To facilitate international exchange of students and staff;

- To develop a program for internationalisation of research within the institutes, including:
 - International mobility of researchers;
 - Joint research activities between the institutes;
 - Joint publications.

The partnership has no external funding. The participating institutions support the partnership activities. MiMO was conceptualised at an International Week facilitated by the midwifery team of lecturers at Karel de Grote University College. The partnership started its activity in 2016 with the joint module that includes a short student exchange. The module runs twice a year with an agreed number of student mobility for each institution. 2017/18 was the first year that the module has run in full during both exchange periods. The two-week-exchange includes observing practice, cultural visits and facilitated reflection. The experience is evaluated using a tool based on the learning outcomes of the module, personal and professional development, and cultural awareness and employability. The students' feedback has been very positive:

- 'The programme has widened my ability to critically compare the care offered within my own country and midwifery profession.'
- 'I can show potential employers that I have extended knowledge and experience, and that I am keen to share what works and what can be improved.'

Midwives Moving On (MiMO)

Who are we?
 A new international network in midwifery consisting of representatives from strategic partnerships in midwifery higher education and research.

What are we doing?
 Exchange, Research, Benchmarking, Projects

Experience from an international workshop

"Looking at, and learning from other posters"
 Keynote lecture with key concepts of midwifery from each visiting country
 "Introduction to other midwifery models"
 "Learning about the similarities and differences with other countries"
 "Hearing about midwifery models from different countries and how practice is facilitated"

Would you like to join us?

Logos: KdG, Maastricht University, University of Brighton

A virtual mobility opportunity for students is scheduled to celebrate International Women's Day on 8 March 2019. They will have the opportunity to compare and discuss the role of the midwife and gender equality/inequality with a student in other countries. The plan is to increase such opportunities in the curriculum. A scoping exercise for a research project is also planned with a view to developing a framework for the evaluation of international midwifery experiences. The main challenge facing the partnership is the time and commitment it takes to keep it fully functioning. It is essential that participating institutions commit fully to the partnership. However, the investment is highly rewarded in terms of internationalisation for students, staff and the curricula.

For more information on the partnership, please contact [Thelma Lackey](mailto:Thelma.Lackey@universityofbrighton.ac.uk), Senior Lecturer, University of Brighton or visit their Facebook page: <https://www.facebook.com/MiMO-Midwives-Moving-On-2047138522170699/>

3. Conclusion: Opportunities for and obstacles to future growth

Whilst the examples in this report are only a fraction of the global engagement activities that UK health facilities are engaged in, they illustrate the diversity of these activities as well as the impact they have on the professions and care around the world. The Council will continue to work with national and international partners and stakeholders to promote our members' global work, raise issues around policy and regulatory issues that may hamper this work, and engage in international agendas around this work.

Looking to the future, some important opportunities as well as obstacles have emerged from our work with our members that will be highlighted in this concluding section:

Opportunities:

- Improving care practices globally
- Growing recognition of the value of healthcare professionals
- Advancements in technology and global connectedness
- Raising the profile of UK higher education in global ratings

Obstacles:

- Uncertainty about future access to EU research funding
- Uncertainty about future access to Erasmus+
- Rising competition from other countries
- Regulatory obstacles
- Measuring outcomes
- Limited resources

Opportunities for future growth of global engagement

Improving care practices globally

As the examples in this report have clearly shown, the internationalisation of nursing, midwifery and allied health professional education, research and practice, can make vital contributions to improving local practices, building capacity to extend evidence-based practice, and ultimately improving patient safety and care.

Growing recognition of the value of healthcare professionals

Whilst the development of nursing, midwifery and allied health as academic disciplines varies between countries, there is a growing recognition globally of their unique contribution to health and care systems. The global [Nursing Now](#) campaign that was launched in February 2018 provides a fantastic opportunity to join efforts to raise the profile and status of nurses worldwide.

Advancements in technology and global connectedness

The increasing digitalisation of both the academic and the clinical work of nurses, midwives and AHPs have made exchange of information and conversations as well as the low-cost online provision of lectures, seminars, modules and literature much easier, as many of our examples have illustrated. The process opens up new ways of collaborating internationally continuously and can be expected to do so in the future.

Raising the profile of UK higher education in global ratings

The [Quacquarelli Symonds \(QS\) Global Ratings](#) now have Nursing as a separate subject category, which presents an opportunity for UK health faculties to work together strategically to increase the profile and presence of nursing in the world, for instance by increasing the number of research outputs with international authors.

Obstacles for future growth of global engagement

Uncertainty about future access to EU research funding

As the Council's 2017 [briefing](#) on EU research grant funding for nursing and allied health professions shows, in 2015-16 these disciplines received almost £3.4 million, 80 per cent of which came from EU governmental body. At this stage of the negotiations between the UK and the EU, it is uncertain to what extent UK institutions will have access to EU research funding under Framework Programme 9 (the successor to Horizon 2020).

Uncertainty about future access to Erasmus+

As the two examples of student exchange programmes in this report illustrate, Erasmus+ has been a vital framework through which healthcare students are able to gain experience abroad during their studies. The successor programme to Erasmus+ is expected to be legislated in 2020 but it is unclear at this point whether UK institutions will continue to have access to this programme.

Rising competition from other countries

Many other countries have been increasing their international engagement and the profile of their education and research on the global stage, particularly countries in the Far East.

Regulatory obstacles

Whilst it is necessary that the training and competencies of healthcare professionals are properly regulated, Council members have pointed out that aspects of NMC regulation can be an obstacle to international engagement. The strict requirements on curricula and practice hours can make it very difficult for nursing and midwifery students to find time for a placement abroad.

Measuring outcomes

Although most of the examples in this report have evaluated or are planning to evaluate the impact of their projects, it can be difficult to differentiate the impact of a specific international project from other factors such as domestic policy developments.

Limited resources

Some of the examples in this report mentioned the difficulty of securing continued funding from external sources given that this is often restricted to projects of several months or years, which can be an obstacle to ensuring the long-term sustainability of a new practice.

4. References

Council of Deans of Health (2017) [EU research grant funding: Nursing & allied health professions](#)

Council of Deans of Health and Universities UK International (2017) [Outward student mobility for nurse, midwife and AHP students](#)

Council of Deans of Health (2016) [The EU Referendum – Implications for CoDH members](#)

Public Health England (2014) [Global health strategy 2014 – 2019](#)

Richards, D. and Rahm Hallberg, I. (Eds.) (2015) Complex interventions in health

Universities UK International (2017) [International facts and figures](#)

UK Higher Education International Unit (2016) [The scale and scope of UK higher education transnational education](#)

Yearwood, E. and Hines-Martin, V. (Eds.) (2017) Routledge Handbook of Global Mental Health Nursing

Annex I: Membership of the Council's Global Advisory Group

The Global Advisory Group is chaired by Professor Guy Daily, Pro Vice-Chancellor (Health and Life Sciences), Coventry University and co-ordinated by Dorothea Baltruks, Senior Policy and Research Officer, Council of Deans of Health.

At the time of writing, members of the Global Advisory Group were:

- Caroline Bradbury-Jones, Reader in Nursing, University of Birmingham
- Helen Carey, Global Lead for Council of Deans of Health Wales; Professional Lead in Occupational Therapy, Glyndwr University
- Charlotte Clarke, Global Lead for Council of Deans of Health Scotland; Head of School of Health and Social Sciences/International Dean for the College of Humanities and Social Science, University of Edinburgh
- Susy Cook, Associate Dean, School of Health and Social Care, Teesside University
- Catrin Evans, Associate Professor & Director of Global Engagement, University of Nottingham
- Donna Fitzsimmons, Head of School of Nursing and Midwifery, Queens University Belfast
- Raphaela Kane, Director of School of Nursing and Allied Health, Liverpool John Moores University
- Philip Keeley, Head of Department of Health Sciences, University of Huddersfield
- Paula Kersten, Head of School of Health Sciences and Professor of Rehabilitation, University of Brighton
- Linda McGowan, Professor of Applied Health Research, University of Leeds
- Sally Moyle, Associate Dean (Partnerships), University of the West of England
- Ian Murray, Health of School of Nursing and Midwifery, Robert Gordon University Aberdeen
- Andrea Nelson, Head of the School of Healthcare/Deputy Dean of the Faculty of Medicine and Health, University of Leeds
- Colin Powell, Associate Dean for Internationalisation, Cardiff Metropolitan University