

Principles of Good Practice when establishing health and wellbeing outreach work in school settings

The purpose of this document is to provide some guiding principles to Higher Education Institutions (HEIs) that are working with HEE North to establish community outreach opportunities for undergraduate health care learners in community settings.

This work supports the HEE mandate deliverables on population health and wellbeing, widening participation and access into NHS careers. It supports the imperative for health professionals to develop health promotion and prevention skills captured in the expected competencies to be achieved during pre-registration healthcare training programmes (NMC, 2010; GMC, 2015). The new pre-registration standards for nursing emphasise health promotion and prevention skills further. In addition, the new strategic workforce framework for nursing, midwifery and care staff has signaled a key goal whereby the development of a workforce skilled, knowledgeable, confident in their ability to support health promotion and prevention is essential (NHS, 2016).



Whilst this document is linked to a specific work programme currently operational in the North – it is applicable to other regions and related activity.

The guidance outlined in this document was collated by a small advisory group comprising four academic institutions and one provider trust in the North West who ran an initial proof of concept approach to a dedicated opportunity for healthcare learners to work in local school settings to deliver health & wellbeing learning experiences to school age children.

The aim of the initial work was to explore the benefits and challenges of linking schools and universities together for the mutual benefit of healthcare learners and school age children in order to support health & wellbeing, preventive healthcare practice and skills development, self-care and widening participation. Healthcare learners proved great ambassadors of their chosen profession and all four participating universities reported high levels of learner satisfaction.

This resource aims to support the expanded programme, utilizing the experience drawn from the initial participating universities and safeguarding both healthcare learners and participating schools. It should be used to help shape and formulate plans and delivery of local outreach work. It provides some principles of good practice when student healthcare learners are going into school settings in order to protect both parties though it is not exhaustive and careful local planning to safe guard participants is an essential requirement.

It includes guidance on:

- Pre-Planning (what to do before the project starts)
- Project Content (suggestions for what projects might include)
- Preparing undergraduate learners (what HEIs need to do)
- Post-Project (recommendations for after the project has finished)



Background/ Context

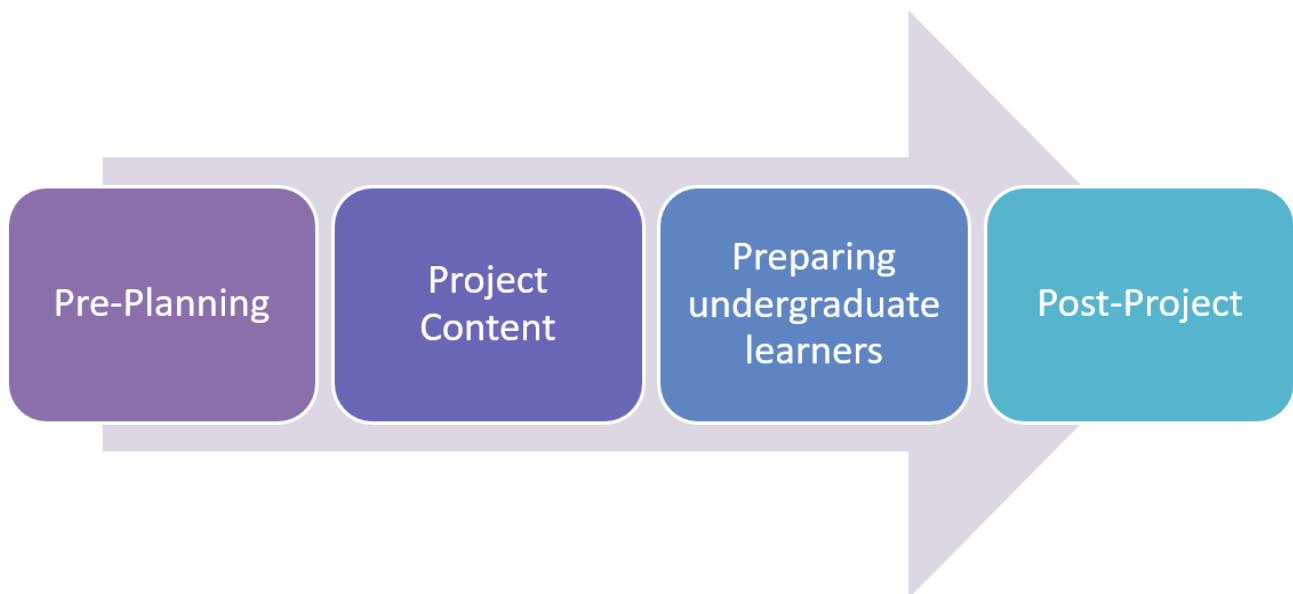
The Health and Wellbeing Outreach programme for undergraduate learners was funded by Health Education England (HEE). Universities in the North West of England were tasked with developing innovative ways their health and social care undergraduate students could highlight issues around health and wellbeing in their local communities – particularly in school settings and offer an age appropriate health and wellbeing intervention.

Several North West universities took part, each developing different approaches:

- Health promotion in schools – engaging year 2 students with the local community (Lancaster University Medical School)
- All Learner's Public Health Conference (Stockport NHS Foundation Trust)
- The Wellness Project (Manchester Metropolitan University - MMU)
- Peer-Education: Putting our healthcare future in their hands (University of Manchester)
- Helping you to help yourself (University of Chester)

A small advisory group discussed what they felt needed to be included as part of a key principles document that could be offered to Higher Education Institutions (HEIs) that are establishing outreach work with their undergraduates and local schools. Their discussions helped formulate the principles laid out in this document.

Phase 1 of the pilot consisted of 4 HEI's – who have come together to act in an advisory capacity to HEE and future HEIs that sign up to the programme and offer Health and Wellbeing community outreach as part of the offer within healthcare education programmes.



Several North West universities took part, each developing different approaches, a brief summary is outlined below:

Health promotion in schools – engaging year 2 students with the local community (Lancaster University Medical School)

As part of their 2nd year students took part in a new module in their Community Course to help them develop health promotion and disease prevention skills. Lancaster approached nine local non-selective schools and asked if their undergraduates could deliver a PSHE (Personal, Social and Health Education) or Science lesson to their year 8 pupils. 16 classes were delivered by undergraduates to five schools around health promotion on topics such as “Healthy Hearts”.

All Learner’s Public Health Conference (Stockport NHS Foundation Trust)

Stockport planned a “Public Health Conference” for their pre-registration healthcare students on placement. Students could learn about public health services in the area – a market-stall type event was held, and spoke placements were offered to students. The conference has grown to become an established part of the education offer at Stockport NHS Foundation Trust over the last three years. It takes a multi-disciplinary approach and its success lies in the collaboration between the trust and the local public health team at Stockport Council.

The Wellness Project (Manchester Metropolitan University - MMU)

MMU held an event for 120 children aged 9-10 and 16 teachers from three primary schools in the North West. Nursing students planned and delivered a series of sessions on health and wellbeing including; On the move, Healthy Bingo, Fighting Germs, Healthy Communities and the Health Pledge. A group of undergraduate nurses helped plan the day which enabled school children to visit the university and experience a range of health and wellbeing activities in a fun interactive way.

Peer-Education: Putting our healthcare future in their hands (University of Manchester)

Student-led workshops were planned for pupils in the North West aimed at highlighting issues that influence health and wellbeing. 134 students delivered 34 workshops across 6 schools on topics such as Alcohol Awareness; Diabetes; Mental Health Awareness and Sexual Health Awareness. This approach was well evaluated, and plans are already in place to expand this work to include more undergraduate learners.

Helping you to help yourself (University of Chester)

Students were expected to co-ordinate a place based public health promotion exercise in consultation with service users and with the support of academic staff delivered as part of the PSHE curriculum. In the last week of term five workshops were delivered and pupils moved around them throughout the day looking at a different health and wellbeing topic each time. The intervention was delivered in a local secondary school experiencing high levels of deprivation.

Pre-Planning

The Advisory group recommends that:

- Before a project starts, academic leads should contact their chosen school(s) and discuss feasibility with them
- The teacher should always be present
- HEI ethical approval should be sought
- Ensure Safeguarding and Caldicott requirements are being followed
- There should be a statement from the HEI indicating that “the project has had ethical approval”
- Local school policies and permissions have been followed (conversations should be reviewed with schools first)
- A Disclosure and Barring Service (DBS) certificate is in place and that undergraduates are working in pairs or small groups
- There is work on soft skill development (teaching skills, leadership, partnership working and age appropriate health literacy)

Project Content

The group recommended that the projects include the following content:

- Widening Participation (in the context of different roles) and across varied topic areas e.g. pharmacists, nurses, doctors, AHPs, health care scientists. Topic areas need to meet local school need and address population health priorities for school age children such as healthy eating, physical activity and mental health & wellbeing
- The [All Our Health Framework](#) provides a valuable source of priority themes for good population health practice as a guide for the topics covered (Public Health England, 2015)
- Projects should meet the needs of the age group and the school, for example different topics for different ages (alcohol, sexual and mental health, social media safety, friendships and loneliness, antimicrobial resistance and resilience)



Preparing undergraduate learners - what do HEIs need to do?

The group advised that participating HEIs need to undertake the following steps to prepare undergraduate learners:

- Initiate good working relationships with local schools - be clear about the motives of the work, outputs and outcomes and what it is not (for example a counselling service)
- Reinforce the need to adhere to school guidance about how to present to children
- Consider and plan how to integrate into the curriculum, for example value to student added training (module assessment), reflective practice, diary, portfolio, same experience needed across all regions, checklists and the "widening participation" perspective - how to get involved
- Outline the benefits for undergraduates - future career/ job opportunities, opportunity to give back to the local community, acting as an ambassador for their chosen profession and HEI, soft skills development, experiencing preventative healthcare practice in action
- Include general NHS career information - the NHS website, specific career information and local career information hub
- Explore how HEIs can maintain contact, as well as expand this and related activity

Post-Project

- After the project the group recommended collecting feedback after events (evaluation forms) and sending out teacher evaluations online
- HEIs should collect qualitative and quantitative data in order to assess impact and explore longer term working relationships between schools and HEIs. HEE has outlined data collection requirements in the funding contract
- Funding for this sort of programme tends to be time limited and sustainability needs to be built into planning and delivery
- HEIs are asked to consider how community engagement and population health practice is integrated into health education programmes

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