

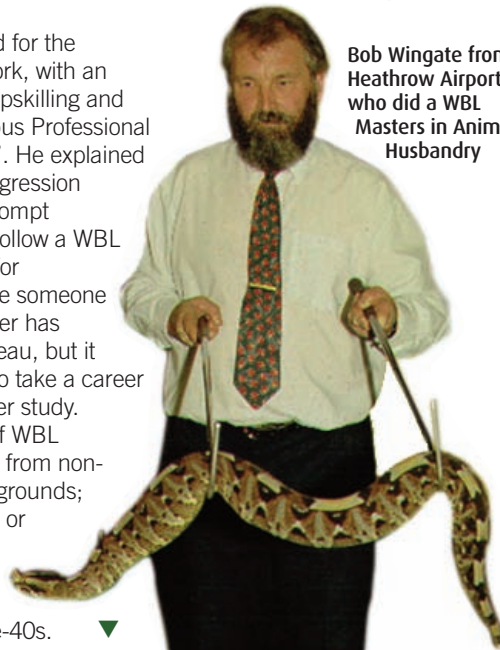
What goes on at Middlesex's flagship Institute for **Work Based Learning**?

Middlesex has built up great experience in Work Based Learning since its first programmes were offered in 1992. And a major HEFCE funding award made to Middlesex in autumn 2008 means the Institute can now develop its resources to become the leading national provider in WBL expertise through the creation of MODNet.

But what exactly is Work Based Learning? We spoke to Professor Jonathan Garnett, Director of the Institute, to find out more.

Jonathan defines Work Based Learning (WBL) as "Programmes undertaken

through, at and for the purposes of work, with an emphasis on upskilling and CPD (Continuous Professional Development)". He explained that career progression issues often prompt candidates to follow a WBL programme – for example, where someone feels their career has reached a plateau, but it isn't practical to take a career break for further study. Around 50% of WBL candidates are from non-graduate backgrounds; undergraduate or postgraduate candidates are usually aged mid-30s to late-40s. ▼



Bob Wingate from Heathrow Airport, who did a WBL Masters in Animal Husbandry

Listen up! Tips from a very successful businessman on how to win in the downturn

With every men's swimming race in last year's Beijing Olympics being won by the wearer of a Speedo swimsuit, the owner of the swimwear company – Pentland Brands plc – must be one of the most successful businessmen around today. On 5 February, students and staff at Middlesex were lucky enough to have the opportunity to hear

firsthand from Pentland's chief executive officer about the success of the company and his tips on how to 'win in the downturn'.



Andy Rubin, Pentland's chief executive officer

2009
Academic
Promotions

This is a reminder for all academic and research staff. The deadline for applying for promotions is Monday 2 March this year. If you would like to apply, please follow the link from the home page of the Staff Intranet where you will find all the information necessary. Good luck!

PAGE 8
Management in
Africa

PAGE 10
Challenging
disability labels

PAGE 11
Middlesex's role in
protecting children online

PAGE 12
Tackling crime

▲ ...Work Based Learning

Younger candidates can also follow WBL programmes, although they would need at least five years' work experience and to be in a role where they can undertake a work based project.

So how is a WBL programme organised? The starting point is to assess a candidate's existing learning and skill. Jonathan stressed: "Capturing individual learning is really important". Learning programmes are agreed between the candidate, their employer and Middlesex, and usually focus on employers' key concerns, such as developing new products or improving services.

Middlesex's reputation as an expert provider of Work Based Learning has grown rapidly.

"INITIALLY, WE EXPECTED UNDERGRADUATE WBL PROGRAMMES TO ATTRACT THE MOST INTEREST, BUT WE SOON REALISED THE APPROACH COULD ALSO BE SUITABLE FOR POSTGRADUATE-LEVEL CANDIDATES WANTING TO DEVELOP THEIR CAREER FURTHER".

Doctorate level programmes were introduced in 1998 and in 2003, Middlesex's WBL programmes were commended for 'innovation and rigour of assessment' in the QAA Institutional Audit. In 2005, HEFCE recognised Work Based Learning at Middlesex as a

Centre for Excellence in Learning and Teaching. By creating the Institute for Work Based Learning in 2007, the University showed its commitment to developing WBL as one of its major assets.

Candidate numbers have increased over the years too – from just 27 candidates in 1992, the Institute has grown to a total of 1100 candidates across all subjects (2008/09). MODNet will result in further growth for the University, and by 2012, around 3000 candidates a year are expected to be following WBL and other employer-related programmes.

One surprise for the Institute has been the interest in Doctoral-level programmes. WBL candidates account for almost 50% of Middlesex's Doctorate pool this year. Jonathan explained: "Initially, we expected undergraduate WBL programmes to attract the most interest, but we soon realised the approach could also be suitable for postgraduate-level candidates wanting to develop their career further. Doctoral candidates are often returnees who want to take their WBL learning to the next level".

Jonathan outlined the challenges of a Work Based Learning Programme for candidates: as well as juggling work, study and other commitments, some candidates can find academic conventions daunting at first, ▼

Bird Box Bonanza at Trent Park



Not a lot of people know...that National Nest Box Week runs during February. Starting on St Valentine's Day, it's a week when volunteers assemble wooden bird boxes which will provide homes for dozens of species – robins, wrens, even barn owls! Many natural nesting sites have disappeared from town and country, so the boxes can provide a new nesting habitat for these species. On Friday 20 February, Middlesex students and staff have the chance to help, when a group will assemble bird boxes at Trent Park Students' Union. Whether you've five minutes or five hours to spare, all are welcome! The event takes place from 10.30am-4.30pm.

➤ For more details visit www.junction49.co.uk

The wooden boxes are easy to assemble and no previous experience is needed – screwdrivers and other tools will be provided! The London Wildlife Trust will place the finished boxes in locations around Barnet and Totteridge, including on some nature reserves.

National Nest Box Week was launched in 1997, in response to many natural nest sites disappearing as gardens and woods are tidied or landscaped. It is estimated that there are now 5-6 million boxes in gardens across the UK.

To help build the bird boxes, please drop into the Students Union at Trent Park, any time between 10.30am and 4.30pm, on Friday 20 February.

Rich Hazlett, Junction 49 Volunteer Support Officer at Middlesex, has organised the event. Junction 49 helps students to organise campaigns and community projects.

▲ ...Listen up!

Andy Rubin is Pentland's chief executive officer, and he visited the Hendon campus to deliver a presentation entitled 'Winning in the Downturn' in the Business School's Distinguished Lecture series.

Pentland is not just a family firm, started by Andy's grandfather with a shoe shop in Liverpool, but also, as Andy says, "a family of brands". It owns a number of well know sports, outdoor and fashion brands including Berghaus, Mitre, Ellesse, Red or Dead, One True Saxon, Boxfresh and of course, Speedo. Pentland is also the global licensee for Lacoste and Ted Baker, and for Kickers in the UK. Its 12,000 staff sell products in 176 countries around the world. Andy and his team's vision is to develop a portfolio of world class brands, and the company's values are those of passion, creativity, courage and always learning.

Andy started his presentation by talking his audience through some current trends in the global retail sector. First on the list was the recession being experienced by developed countries, although not by emerging markets in Brazil, India, China and Russia, known as the BRICs. Globalisation was next, with Andy making the point that 40% of global economic growth is likely to be owned by the BRICs in ten years time. The next trend was Internet

Wave 3 and Andy was open with his young student audience when he said that he didn't really understand this trend, and they probably knew far more than him. However, he had learned that it was about unlimited file storage and mobile phones with PC quality. The 'young people' theme continued when Andy discussed the next trend – the war for talent – and in particular Generation Y who are all those now aged between 4 and 23 years. Next up was polarisation, and Andy spoke about how both the market for very expensive luxury goods and the market for very cheap bargain goods were growing. "It's the middle that's getting squeezed", he said. Lastly, but hardly least important, was sustainability, especially ethical sourcing throughout the supply chain.

Note takers around the room were scribbling furiously when Andy got into his tips for winning in the downturn. He discussed three vital ingredients for success in 2009 and for the foreseeable future. First was people, and Andy reported on Pentland's leadership development programme and a new scheme for graduates where outstanding graduates from around the world are taken on and developed by the company, working within the different brands that make up the Pentland group.

Next up, Andy talked about brand management; quite a ▼

▲ ...Work Based Learning

such as project and thesis plans, and academic referencing. Despite these pressures, WBL candidates often report successful career development, greater confidence in their own abilities and sometimes new recognition as an expert in their specialism. By following a Work Based Learning qualification, candidates also demonstrate to employers that they are highly motivated and can take the initiative.

Jonathan feels that the ability to facilitate is a key skill for WBL professionals, for example helping candidates to adopt reflective practice, and identifying and developing the candidate's learning programme. The WBL team at Middlesex are also highly experienced in working with business, devising action plans to produce project and research plans which will have practical use and application in the workplace.

Through the development of MODNet, Middlesex will expand its network of partners, and will collaborate with more employers. MODNet will be launched later in the spring, and will give Middlesex's Schools the opportunity to create more innovative partnerships with the business community, as well as developing Middlesex's profile as a national provider of work based learning and expertise.



Middlesex's Summer School programme for adults has just been finalised. Nearly 90 courses will take place at the Trent Park and Hendon campuses this year, including several course titles which have been introduced for the first time following feedback from past attendees. Some courses deal with workplace and business topics, whilst practical sessions in cinema appreciation, languages, literature and creative writing or computer aided design are on offer to anyone keen to develop interests that will provide a contrast to their workplace focus.

Anyone interested in business topics could learn more about Business Computing, Law for Business, Buyer Behaviour or Market Research. Someone who wants to develop their management skills could choose from Leadership and Management, Organisational Behaviour or Human Resource Management, whilst those with an interest in motivations and how the mind works could attend courses in Psychology, Childhood Development, Education and Interpersonal Skills.

Some courses can attract credits towards university study; others offer a step up to further study at university level by bridging gaps in knowledge. Someone following the 'Foundation Research Methods in Psychology', a new title this year, will have the chance to progress to the University's BSc Graduate Diploma in Psychology, whilst other courses can offer a useful introduction to a range of subjects for anyone considering further study.

Courses vary in length from one or two days to five week courses. They take place on weekdays between 29 June and 5 August. Costs vary according to the length of the course, but prices generally range from £170 for most two-day courses, up to £570 for courses which run for three weeks or more. Summer School courses are open to current students, staff and the public. A printed brochure will be available in the near future.

University staff are often able to get funding from their local staff development budget for courses relevant to their work. Last minute places are usually offered free of charge to university staff, but please note these can only be confirmed just before courses start.

▲ ...Listen up!

complicated process given the number of brands in the Pentland 'family' and the number of markets around the world in which they sell. Using multi-channel techniques such as making sure that exact replica of the Speedo swimsuit that Michael Phelps wore to win his eight Olympic gold medals this summer was available for purchase online the day after the eighth gold was secured is, Andy believes, the way to win in the competitive global marketplace (not just the swimming pool!) Another way to manage a brand successfully is to encourage creativity among staff, and Pentland simulate the *Dragon's Den* TV show, asking their people to pitch ideas for new products to a panel who either give the thumbs up, thumbs down or ask for more development of the idea.

Taking corporate responsibility extremely seriously was Andy's next tip for winning in the downturn. He made the point that a company exists primarily to make money, and when enough money has been made, it can then be used to help others. Pentland's focus is on ethical sourcing throughout the production line; the environment and for Pentland that means taking PVC out of all packaging; and community in terms of support for a range of charities and community groups.

A huge round of applause followed Andy's presentation and organiser Alan Durant from the Business School swiftly tried to get an undertaking from Andy to return to Middlesex to deliver a further lecture. But a businessman as clever as Andy is never prepared to say an unequivocal 'yes'! Watch this space; with a bit of luck Pentland CEO Andy Rubin will be back at the University soon.

Ever wondered what our Board of Governors do?

A very interesting report for anyone who has ever wondered exactly what the role of the University's Board of Governors is, and what kind of discussions they have in their meetings, has just been made available. The report outlines the Board's responsibilities, from finance and risk to academic matters and the Students' Union. It then goes on to talk about what the Governors discussed at each of their meetings during the academic year 2007-08. It's a fascinating read, and can be found on the Staff Intranet.



Click on

<http://www.intra.mdx.ac.uk/general/Governance%20Executive/Board%20of%20Governors/index.html>
to find out much more

Unfinished Business

By HSSCs Dr Robin Fletcher

Last year a fellow trustee of a sailing charity that I've been involved with for over 20 years called to tell me that one of our sponsors had decided to join the 2008 Atlantic Rally for Cruisers (ARC), an annual sailing race from the Canary Islands to the Caribbean. He asked if I would be interested in helping to crew a 54-foot yacht across the Atlantic in November...



Robin Fletcher sailing in 2008

On 23 November I found myself in a marina in Las Palmas with 224 other yachts waiting to set sail. It was a bright sunny day with plenty of wind and amidst the excitement of the mass start, the crew of the *Arrowdill* judged things perfectly and emerged at the front of the fleet.

Our tactics were to use the stronger winds from the African continent to take us south to the Cap Verde islands and pick up the trade winds, and by the end of the first day we had left much of the fleet behind, sailing across clear blue seas with a strong wind. As the sun set I made for

the galley to assume the role of chief cook and bottle washer. (Cooking on a fast yacht can be something of an art because in strong winds the boat can keel over at 30 degrees, and because everything has to go into one pot.)

When we lowered the 'spinnaker' that night, we noticed one of the ropes fraying slightly and repaired it to make it safe for the next day. However the next two days brought no wind and the fleet passed us on a different route. On the third day the wind picked up, but as we raised the 'spinnaker' the

repair proved to be inadequate and we lost it over the side. After five frantic minutes of tugging, pulling and some colourful language, we got the sail back onboard, but it would be useless for the rest of the trip.

We arrived at the Cap Verde islands in 215th position and turned westward as the trade winds filled the sails and we started on a fast run across the Atlantic. Over the next two days the *Arrowdill* overtook several boats, and we were joined by a pod of dolphins that leaped across our bows and sped through the water, as if showing us the way.

500 miles from the Cap Verde, disaster struck. Another rope had frayed and our main sail came crashing down. Despite a two-hour attempt at the top of the 120-foot mast, we were unable to replace the rope and had to retire to the Cap Verde. Four frustrating days later, when it became clear that the problems with the ropes fraying were due to poor boat design and would recur, we were forced to abandon our race. On our flight back to Europe, we agreed that the ARC is unfinished business and we will be back.

For events listings click on the intranet at...

www.intra.mdx.ac.uk/mdxworld/index.html

Middlesex and City Solicitors Education Trust create new Lectureship in Law

CSET, the City Solicitors Education Trust, has awarded Middlesex's Department of Law a three year grant which will provide 50% of the cost of a new lectureship in law. The University will provide the balance of the funding. The new lectureship will focus on areas of contract law and tort (compensation and damages disputes), and the postholder will also mentor and coach students towards their first steps in entering the legal profession.

Professor Joshua Castellino, Head of Middlesex's Law Department, said: "At Middlesex we aim to provide the best, most relevant teaching for our students. The CSET funding will help us do exactly that, by strengthening our provision in core subject teaching, and by providing added support to students in their journey towards careers in the profession. We look forward to developing our programmes with our CSET Lecturer, who will be appointed later this year".

Middlesex has taught law for over 35 years and has built up a high standing and reputation amongst law professionals. Each year around 150 students graduate from Middlesex with LLB or BA law qualifications. Anna Kyprianou, Dean of the Business School, commented: "The University is very pleased to be able to match CSET's generous grant, to provide joint funding for this innovative three-year post. The CSET Lectureship will undoubtedly enhance the experience of our law students, particularly in preparing them for careers in this often pressured profession. We look forward to seeing our graduates in key roles in the law profession of the future".

Sheila Fawell – an obituary

Nicky Torrance pays tribute to the late Sheila Fawell:

Sheila Fawell, Principal Lecturer and Director of Mental Health Programmes died at her home in High Barnet on the evening of 17 December 2008.

Sheila was born in Yorkshire. She was educated at Queen Anne's school in York before coming to London to train as a State Registered Nurse and then a Registered Mental Health Nurse. A period in mental health practice followed before Sheila went on to teach mental health nursing, first at Bloomsbury School of Nursing and then moving to Middlesex University as a Senior Lecturer in Mental Health Nursing.

At Middlesex she played a key role in developing post qualification mental health programmes and the innovative approach towards continuous professional development of "whole team training". She became Curriculum Leader for Mental Health and in 2007 following the academic restructure, Director of Programmes. Sheila was a very practical person who never lost sight of the need for mental health programmes to be relevant to the practice of mental health nursing and the needs of mental health service users. She strongly resisted any suggestion that pre registration nursing should return to a generic preparation and made sure that her views were communicated directly to the Nursing and Midwifery Council during the most recent consultation process. She was delighted with the decision to retain the mental health branch.

Another of her roles was that of Institutional Link to Camden and Islington Mental Health and Social Care Trust where she was instrumental in developing the positive relationship that exists between the Trust and Middlesex University. In addition to carrying out her link role within Camden and Islington, each year when time allowed, Sheila would spend a month working in practice at St. Luke's Hospital in order to "keep her hand in at practice". This highlights the importance she placed on being clinically credible as the Director of Programmes for Mental Health.

Outside of work Sheila was actively involved in her local community, being an active member of Christchurch in Barnet and the local primary school linked to the church. A keen reader, she enjoyed her local book club. Most important to Sheila was her family, her husband Rowan and sons Fergus and Gregor.

As a colleague Sheila was much appreciated for her kindness, supportiveness and her keen sense of humour and fun. Peals of laughter could often be heard coming from her office. Throughout her illness Sheila kept up with what was going on at work, insisting on "doing e-mails" until she was banned from doing so. Sheila worked throughout the majority of her illness and was an inspiration to all of us in the way she bravely faced each new challenge associated with this. Colleagues and students alike will miss her greatly.

For daily news click on the intranet at...

www.intra.mdx.ac.uk/mdxworld/index.html

Ski Trip 2009

By Toni Hannan

The annual Middlesex University Ski trip is always a highlight in the sporting calendar. This year we returned to Alpe D'Huez a great all-round resort which forms part of the Grand Rousses Massif ski area linking Alpe D'Huez with Les Deux Alpes. A 2230m vertical drop and a 16km black run are considered two of its biggest pulls. Off-piste skiing is excellent, with decent snowfalls, beautiful scenery and sunnier-than-average weather and our trip this year was no exception to the weather record and included a fresh dusting of snow to top it all off.

We had an action packed week planned for the 16 strong group travelling this year, which was slightly down from last year, mainly due to the early departure after the New Year and the payment of student loans being received after our return. Nevertheless we had a good mix of staff and students who were intent on having a fantastic time. The week was jammed packed full of activities both on and off piste. Simon Lomas, a personal friend of Toni Hannan (organiser, and Sports staff member), is an ex ski rep, who worked in a variety of resorts including Alpe D'Huez for over eight years. With Simon's knowledge and ability, many of the accomplished



Toni Hannan scales the heights

skiers and boarders were able to enjoy the fresh powder and challenges that only off piste riding can provide, returning home with grins from ear to ear, only to shower and change and then we embarked on the notorious après ski activities.

Après Ski in resort was just as action packed with a pool competition, school uniform fancy dress party, ice-skating and football competition. With some secured funding from the Students' Union, we were able to run a pool competition, which saw staff member Eddie Ellis take the coveted prize of a 'Pint'. We were also able to subsidise a night ice-skating. The most hilarious part was that this year Toni had arranged for the ski tops to be replica NFL football jerseys. The idea was that they were colourful and could be worn over a jacket, so that we were instantly

recognisable on and off piste as a 'team', which worked fantastically well. However on entering the ice rink many of the locals and fellow tourists assumed we were a professional ice hockey team. That myth was dispelled once we got on the ice! Nevertheless, once we steadied our feet we enjoyed hours of fun playing, British Bulldog, doing the 'Conga' and attempts at figure and speed skating. You can imagine the scene, I'm sure.

The ski trip is an annual event, and the destination usually changes each year. Prices this year were around £359 per person and included, travel, accommodation, ski pass and University top. The trip is open to students, staff, friends and family. If you would like more information on next year's trip please contact Toni Hannan at t.hannan@mdx.ac.uk.

RAE update

Middlesex World readers will remember that last month we reported on Middlesex's encouraging results in the Research Assessment Exercise. We told you that over three quarters of all Middlesex research submitted to the RAE was rated as 'internationally recognised', with a substantial proportion rated as 'internationally excellent' or better. Also that averaging out the three most high profile RAE 'league tables' placed Middlesex at number 10 among post-1992 universities and ahead of many of our competitor universities.

The article also outlined how Middlesex fared among the different subject areas but failed to mention Art and Design. We would like to apologise to the Art and Design researchers for this mistake, and we would also like to tell our readers that Art and Design came an impressive 34 out of 68 universities in the Research Fortnight 'power rankings' for that subject. Congratulations to the Art and Design department, and once again, our apologies for the Middlesex World slip-up.

We don't need no education!

An education conference held on 24 January 2009 at Trent Park welcomed keynote speaker Mick Waters, currently Director of Curriculum at the Qualifications and Curriculum Authority (QCA). Mick presented the thinking behind the new national curriculum for key stage 3, entitled 'New Opportunities'. He said that the curriculum has to reflect and respond to a changing society, with employers wanting a huge range of skills, as well as different skills for different jobs. It is the new Diplomas for teenagers that are now linking vocational and academic study, but sometimes those vocational-based subjects are getting lost as schools get "muddled up between what is the curriculum and what is the timetable". However 'New Opportunities' strives to put learning in context of why the subject and the related skills matter and have impact in society and therefore how a young person who has learnt these skills as part of their Diploma has a valued place in today's society.

A lively panel debate followed, with speakers including Dennis Hayes from Canterbury Christ Church University, Claire Fox who is Director of the Institute of Ideas, and Gary Day of De Montford University, as well as Middlesex organiser Kevin Morris.



From left to right: Kevin Morris, Mick Waters and Denis Hayes

Mick Waters' presentation can be viewed by clicking on this link – http://www.qca.org.uk/resources/middlesex_uni.pdf

Ease winter aches and pains at the Archway campus Sports Injury Clinic

Following its successful launch to staff and the public last autumn, Middlesex's Sports Injury Clinic has now spread its wings eastwards and opened a second clinic at the Archway campus. Staff at Archway can now take advantage of the expertise available at the Sports Injury Clinic, which is open every Friday from 10am to 2pm in the Staples Building. The clinicians can treat conditions ranging from joint pain and postural problems through to old, new or recurrent injuries.

You don't have to be an athlete to attend – all types of joint and muscle injuries can benefit from treatments. Posture analysis, health screening, and advice on injury prevention are some of the treatments which are available. Tendon, muscle and bone-related injuries are the most common injuries which occur in people who practise sports regularly. Clients who are not regular sports players often have problems caused by incorrect posture, such as lower back pain and muscle spasm. If injuries – even minor ones – are left untreated, or are treated incorrectly, they can often escalate, causing more pain. Failing to treat ongoing pain or injuries can even lead to surgery in some cases.

The Sports Injury clinicians treat clients' immediate injuries, but they also aim to train clients in better posture techniques and exercise routines, helping clients maintain best fitness and good practice in their chosen sport.

The Sports Injury Clinic at the Hendon campus has also extended its opening hours, with appointments now available every weekday except Friday.

Consultations last for 30 minutes – the cost to staff is £30. Members of the public can also book appointments at the clinics, at a cost of £40 per consultation.



To book an appointment at the Archway Clinic (Fridays, 10am-2pm), please email Emily Gill e.gill@mdx.ac.uk

For appointments at Hendon, please email clinicians as follows:

Mondays 10am-3pm and Wednesdays 6pm-9pm – email: Emily Gill e.gill@mdx.ac.uk

Tuesdays 9am-12pm (from 24 February onwards) – email: Victoria Hyland v.hyland@mdx.ac.uk

Thursdays 5pm-7pm – email: Barry Malone b.malone@mdx.ac.uk

For general enquiries, contact Earle Abrahamson, Clinic Manager, email: e.abrahamson@mdx.ac.uk

CESMB launches a new qualification in recycling

Middlesex's Centre for Environment and Safety Management for Business (CESMB) recently launched a groundbreaking new qualification in recycling that is accredited by the Chartered Institution of Wastes Management (CIWM) – the Certificate in Recycling for Sustainability.

The programme delivers practical skills that people will be able to apply in their workplaces, enabling them to improve their organisations' waste and environmental practices. During the course of the programme they learn to identify how money can be saved through better waste management, how to reduce outgoings by increasing resource efficiency, how to establish a waste management system and how to efficiently link existing management systems to the waste management system.

According to Leah Corr, Deputy Head of the CESMB: "We involved NGOs, waste management organisations and companies from a range of sectors in developing the certificate. These included the CIWM, Envirowise, the Waste and Resources Action Programme (WRAP), the Local Authority Recycling Advisory Committee (LARAC), Severnside and the Institution of Civil Engineers. The organisations that participated in the pilot of the Certificate are all very pleased with the benefits that they're already seeing in waste reduction and attitude shifts".



Sue Bailey

This month we ask Sue Bailey, Director of Resources for the School of Engineering and Information Sciences, about her life at work and at play.

We know your job title, but what does that find you doing, day to day?

My work day usually begins with a strong cup of coffee – after getting the children to school sometimes it feels like I have done a day's work before I even get here! Since August 2008 I have been working with the School of Engineering and Information Sciences as the Director of Resources. Initially this involved appointing and forming a new administration for the School following the administration restructure. We had some staff development days and a lot of 'on the job' learning. The School now has a great team and the staff and students are really benefiting from the new structure. As Director of Resources I get involved with a lot of varied issues within the School – timetabling, induction of new students, HR issues, and possibly most importantly, managing the budget of the School. With our increasing student numbers we are planning now how to meet next year's demands on staffing and teaching space. I

also spend a lot of time in meetings, both informally with staff dealing with immediate problems and issues that arise unexpectedly, and at formal School and University Committee meetings. No one day is ever the same – but it wouldn't be Middlesex if they were!

What campus are you based on?

I am based on the Hendon Campus, in the Town Hall, but spent some time working at Enfield in the 1990's.

How long have you been at Middlesex?

I have worked at Middlesex since 1992, joining just after we became a University. I was initially working in the Business School, went to Social Science and Education, came back to the Business School, worked for the Hendon Campus, and am now in the newly formed Engineering and Information Sciences School.

What was your job before?

I worked as an office manager in a large Research Unit at the London Hospital in Whitechapel.

What attracted you to Middlesex?

My Mum (tired of bank rolling me after a year travelling) sent me the job advert – the role of Faculty Administration Manager seemed perfectly suited to me as I enjoyed the detail and structure of the review and validation work, but also the challenge of the unknown effect that University status would have on the Business School and its administration was very appealing.

What is the best part of your job?

I think it is a real privilege to work with such a diverse group of staff – I get to meet staff with many different skill sets and experiences from all over the University and have learnt a lot from many staff over the years. I also enjoy the students – I don't see so many of them now as I did in my last job, and the ones I usually see have complicated problems that can take time to unravel. But it is a real pleasure to see a student that I have assisted during their time here walk across the stage at graduation.

And what is the worst part of your job?

That would have to be the spreadsheets that are produced in tiny font sizes that make me realise I should wear my glasses more often!

In an alternate world, what job would you do?

Be a garden designer – I am lucky enough to have a reasonable size garden, and spend long moments lamenting the fact that I have not got the vision to make it into more than a muddy football pitch...

How do you spend your non-working hours?

With three children this is always something happening – ballet shows, school concerts, sports matches etc. We also like to go away at weekends and half terms with friends and family staying in country houses or camping.

Who would you invite to your dream dinner party?

It would have to be my children as grown ups – I would love to see how they are going to turn out – and I'd have Jamie Oliver as the chef, and David Bowie singing in the background.

Out of Africa

Despite a thirst for management knowledge and education throughout organisations in Africa, issues relating to Cross Cultural Management in Africa and non-governmental organisations (NGOs) operating in Africa have remained mostly unconsidered.

This is a gap that the Business School's Professor Terry Jackson is working to close. He says: "A cross-cultural approach takes a critical perspective, it challenges the assumption that we can simply transfer knowledge from West to East, or from North to South. I hope that I can take an incisive approach to issues by taking a critical cross-cultural approach, but also exploring what 'African' management can offer to the rest of the world".

A research project funded by the Danish International Development Agency that involved management surveys across a range of sectors in 15 countries, and in depth organisational surveys in South Africa, Kenya, Nigeria and Cameroon revealed some interesting responses. According to Terry: "A typical remark from managers and staff was 'when I go into work in the morning I step out of my culture, when I go home at night I step back into my culture'. There was also resentment against 'western consultants telling us how to

manage our organization".

Following this project, Terry went on to work with academics from Nelson Mandela Metropolitan University, Rhodes University and Stellenbosch University Medical School in South Africa, and the University of Botswana. His research looked at how the lack of cross cultural regard and the divide between 'North' and 'South' management can hamper the effectiveness of funding input into health initiatives achieving its intended output.

He says: "After 50 years of development aid, there has still been little investigation into the management aspect of aid, and the influence of culture on this has been all but ignored. This project aimed to explore ideas around management, and the cultural aspects thereof, in the health initiatives taking place around diseases such as HIV/AIDS and TB in South Africa and Botswana".

The project identified a number of areas in which management problems lie: a lack of cross-

border sharing, a lack of information sharing between agencies and other stakeholders, and duplication of tasks involved in health initiatives. These problems were found to relate to a lack of attention being paid to management issues and cross-cultural sensitivities.

Terry's current research is examining Cross Cultural Management aspects of initiatives involving development agencies, NGOs and the health sector in South Africa. Funded by the Department for Innovation, Universities and Skills' Education Partnerships in Africa programme and more recently by the British Academy, this research sees Middlesex working in conjunction with Nelson Mandela Metropolitan University in South Africa. Terry has been awarded a Distinguished Visiting Professorship in the Department of Management at Rhodes University in South Africa, where he will be based in February and March.

Terry continues: "This research aims to bring together different parties and perspectives to tap local ideas and draw out African management methods. The hope is that by adopting Cross Cultural Management in these health initiatives, stakeholders will be able to broaden understanding between all parties and increase both their effectiveness and their appropriateness".



The Business School's Professor Terry Jackson



Age Diversity and Age Management Conference

On 12 and 13 February a conference hosted by the Business School focused on two of the most important challenges faced by Human Resources in the 21st century – Age Diversity and Age Management. The conference ran over two days, the first aimed at an academic audience and the second aimed at Human Resource Management practitioners, particularly those concerned with age management and age diversity, as well as academics, public policy makers, NGOs and age diversity interest groups.

The theoretical and research-based papers presented on 12 February were:

- **Demographic change and implications for workforce ageing in Europe – raising awareness and improving practice** by Dr Andrea Winkelmann-Gleed (London Metropolitan University)
- **Discrimination consequences of age diversity and performance impact on the company level** by Dr Stephan Böhm (University of St. Gallen and Oxford University), Florian Kunze (University of St. Gallen) and Prof. Dr Heike Bruch (University of St. Gallen)
- **Research project on Age Diversity Management** by Prof. Dr Manfred Becker (University of Halle-Wittenberg) and Inéz Labucay (University of Halle-Wittenberg)

- **Working time flexibility for 'older' workers** by Dr Carol Atkinson (Bradford University School of Management) and Dr Peter Sandiford (Manchester Metropolitan Business School)
- **Age Diversity and Age Management on Labour Markets in 11 European Countries and the US** by Dirk Hofaecker and Sandra Buchholz (Bamberg University)
- **Human Resource Management and its impact on employment careers in later life: Germany and Britain compared** by Dirk Hofaecker (Bamberg University), Heike Schroeder and Michael Muller-Camen (Middlesex University Business School)
- **The Impact of an Aging Workforce on Team Processes and Performance – A comparative study in Germany and Sweden** by Franz Josef Gellert (Hanze University of Applied Sciences) and Christoph Klaus Streb (University of Groningen)
- **Older but wiser? Age and the role of Senior Management in the workplace** by John Neugebauer (Bristol University)
- **Organisational attitudes towards older workers – A qualitative quantitative approach** by Mirko Sporket (Dortmund University of Technology)

On 13 February a workshop entitled *Age Diversity at the Workplace – Research findings from Britain, Germany and Japan* presented and discussed the findings of an 18-month ESRC-funded research project undertaken by Professor Michael Muller-Camen, Dr Matt Flynn and Heike Schroeder. The project examined the differences and similarities in how organisations in Britain and Germany deal with the challenge of an ageing workforce. The design and implementation of HR policies that improve employment prospects for older workers and maintain their performance differ widely between organisations operating in different national contexts, and it was these differences that this project explored. The workshop also presented the preliminary findings of a project on age management and age diversity in Japan and Britain, funded by the British Council, and featured a panel discussion of the issues.

This conference was set to be the first on comparative and international age diversity and age management, and provided a wealth of information about how comparable organisations in these countries deal with the issues of an ageing workforce. The focus was on organisational age management policies and their implementation at the line management level, and discussed how policies are established in light of institutional similarities and differences in both countries.

[SCHOOL OF] ARTS AND EDUCATION

Middlesex graphics students challenge disability 'labels'

Final year graphic design students **Natalie Armstrong and Chanah Kramer** were selected as entrants to the annual **Young Creative Network Awards (YCN)** last year. Their work gained a 'Commendation' and the designs were displayed at the YCN's annual exhibition, held in London in the summer. At the start of 2009, commended and award-winning designs were showcased in the YCN 'Book', which is distributed to design and creative agencies in both the UK and abroad.



The Young Creative Network was launched in 2001 and aims to showcase emerging creative talent. The YCN Awards have become successful relatively quickly and are very popular with students – they focus on creative ideas and professional levels of art direction. Each year commercial and charitable organisations create briefs for a design project that will help to promote their organisation, which entrants then respond to. Natalie and Chanah worked on a brief drawn up by well-known care charity Leonard Cheshire Disability, who were looking for communications that would challenge the attitudes of 18-35 year olds to disability. The judges felt their designs responded really well to the challenge of the brief.

Natalie and Chanah are following in a Middlesex tradition – Phil Healey, Acting Head of Arts and Design, said: “Natalie and Chanah produced an

excellent solution and three short TV ads...we have a very good record of success with the YCN Awards, Middlesex students have won prizes in three out of the past four years”.

Chanah said: “To connect with the target age group of 18-35 year-olds, we created video clips to represent an average male, an average female and an average teenager...Many issues surround perceptions about disabled people and as part of our campaign we focused on the fact that disabled people do live their lives to the full and don't necessarily feel disadvantaged. Able-bodied people should not assume that disabled people are unhappy and class them in a different category to anyone else. Disabled people do not wear a badge that highlights their disability, therefore we should not 'label' them in any way according to their appearance”.



More details about the YCN and its work can be seen at

www.ycnonline.com

Nano Air Vehicle wins Thesis prize

Middlesex graduate Jonathan Hock added a prestigious award to his achievements when he was awarded the IED Thesis Prize. The IED, the Institute of Engineering Designers, is the professional body for the UK's engineering designers and has members with expertise across the engineering design spectrum, including architecture, automotive, aircraft, and marine engineering specialists.

Jonathan's thesis project, which was undertaken in just 12 weeks, was to design and develop a tiny hand-launched air vehicle, with a wireless camera, which would help soldiers detect hazards and hand-made bombs in abandoned buildings. British troops on operations in Iraq and Afghanistan have suffered heavy casualties and injuries as a result of improvised and hidden bombs. A device like the 'NAV' (Nano Air Vehicle) would enable troops to view the interior of abandoned buildings and detect suspect

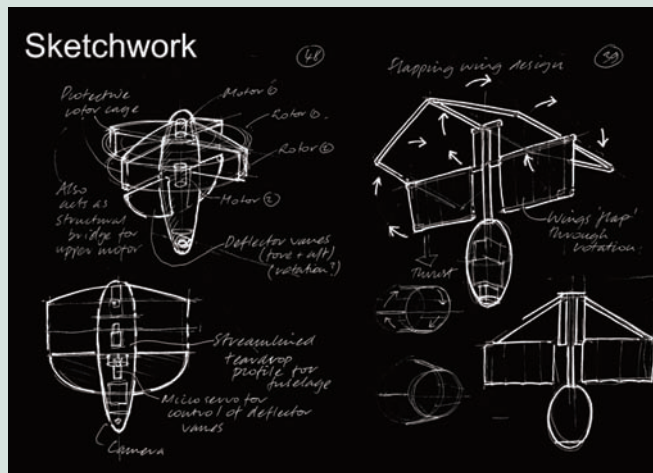
devices before entering the site.

The NAV is a miniature system, weighing under 150 grams and with dimensions of less than 100 mm, which is designed to fly in small restricted spaces.

The NAV device has a wireless camera lodged at its base and also needs lithium batteries 'on board' to power it, so the challenge was to create a design which could incorporate all these elements and allow them to work together in a very restricted space.

Jonathan built a prototype of the 'NAV', which impressed both the IED and the Ministry of Defence, which Middlesex's Product Design and Engineering staff often collaborate with.

A follow-on Masters group is looking at ways to develop the design – Middlesex has also applied to the Centre for Defence Enterprise for research funding to support this initiative.



Early sketches for Jonathan Hock's award-winning thesis project

Middlesex's role in protecting children online

Middlesex's role in ISIS, a web research project designed to find ways to protect child and teenage internet users, is now well underway. The EPSRC, the Engineering and Physical Sciences Research Council, has provided project funding for three years, up to 2011, allocated to project partners Middlesex, Lancaster and Swansea universities. Dr Penny Duquenoy, Senior Lecturer at the School of Engineering and Information Sciences, is now working on ethical aspects and implications of the project, with research assistant Patrick Watson, who specialises in workplace ethnography and policy studies.

ISIS researchers aim to find ways of identifying potential child abuse online. Researchers at Lancaster are developing computer software which will analyse how language is used in chatrooms and networking sites. This will help to identify adults posing as children in order

to befriend young chatroom users. The project will also focus on identifying other harmful online activity, such as the circulation of child abuse images.

Middlesex's role is to focus on the ethical implications of using such software. Penny will now work with stakeholder groups, gaining their perspectives on ethical aspects of the technology, which will then be fed back to the project partners to ensure an ethically sensitive software design. Swansea will then take the ethical concerns on board to produce a prototype 'user friendly' interface.



Penny Duquenoy's work focuses on ethics and the internet

The internet offers the opportunity for both socially acceptable and anti-social behaviour and ethicists and policy makers need to understand and address the challenges of this new form of

communication. Although pressure is mounting to find ways to protect individuals from being victims of internet misuse and wrongdoing, high-level tracking software is often perceived as a step too far, like 'Big Brother' invading our privacy. Civil rights organisations and legal affairs groups are concerned about 'false positives' – in other words, individuals being wrongly identified and accused of internet crimes they have not committed. The potential of monitoring software being used in ways not originally anticipated by the developers, i.e. monitoring other 'sensitive' although legal communications, also causes concern.

Penny stressed how important it is that this work is being undertaken by a group of universities, since university research has to go through ethics committees. Commercial software packages do not necessarily go through the same checks – and often the social impact of the software is considered only after the software is developed. Penny commented: "We will need to ensure that in using this type of software, a good balance is struck between the need to identify wrong-doing and the need to assure individual privacy and avoid the risk of mis-identification".

Tackling crime the Middlesex way

Already well respected for its innovative research work, the Criminology department is now also leading the field in pioneering postgraduate Criminology programmes for criminal justice practitioners that cover themes such as honour killings, inter-ethnic conflict, human rights and working with young offenders.

Partnering with the Hendon-based Metropolitan Police Crime Academy, the University has developed three Work Based Learning programmes that offer serving police officers the opportunity to obtain a Postgraduate Certificate or a Masters degree that recognises their professional expertise and helps them to perform in their difficult roles even more effectively.

These programmes – the PGCE Homicide and Serious Crime Management, the MA Critical Incident Management and the new MA Criminology and Crime Management – cover approaches to researching and evaluating crime and offender behaviour, as well as key issues and debates relating to crime and its contexts, offender behaviour, management of offenders in the community and risk evaluation and management.

The programmes use a hybrid approach to learning that doesn't require traditional weekly attendance, something that would not be viable for the busy officers of the Metropolitan Police Service. Instead the programme brings together workshop-style short teaching programmes with independent learning.

Dr Robin Fletcher is the Programme Leader of all three programmes. A retired Detective Superintendent who spent 26 years in the Metropolitan Police Service, Robin says: "The training that we've developed in partnership with the Metropolitan Police Crime Academy has gained a worldwide reputation that attracts senior officers from around the world. As a result of this we were invited to develop a Masters degree programme that would recognise the professional expertise of senior officers in the Metropolitan Police. This programme, from which the first group graduated this summer, proved so successful that the Metropolitan Police Crime Academy then asked us to develop a further Masters programme, the MA Criminology and Crime Management, which took in its first students in September. And now we've been approached by the London Probation Service to look at partnering with them to develop a Work Based Learning programme for them".



From right to left: Detective Superintendent Scott Wilson, Operation Trident; David Crompton, crime consultant Met Police Crime Academy; Dr Robin Fletcher; Detective Chief Superintendent, Steve Lovelock, Director of the Met Police Crime Academy; Detective Inspector Martin Huxley, Flying Squad, and Detective Inspector Ian Stevenson, Met Police Homicide Command



The odd bump and bruise...

A groundbreaking new guide co-authored by Middlesex's Professor David Ball, is set to change the way that risk assessment is applied to children's play and other public activities.

Through play, children are able to learn about risks, use their own initiative, test their limits and deal with challenging situations. If they are not allowed to explore and learn through play then they will not learn to judge risks and manage them for themselves. In fact, the judgement and risk management skills that children learn through play can act as a powerful form of prevention in risk situations throughout their lives.

Because children need and seek out challenge and risk in their play, there are growing

concerns not only that removing all risk from play environments results in an impoverishment of children's and young people's play opportunities, but also that this may lead more adventurous children to seek physical challenges in other, less well-managed environments.

These are two of the reasons behind the publication of a guide that aims to help play providers to provide challenging and engaging play opportunities whilst ensuring that these do not expose children and young people to unacceptable risk of harm – *Managing Risk in Play Provision: Implementation Guide*. Published by Play England, the Department for Children, Schools and Families (DCSF) and the Department for Culture, Media and Sport (DCMS), the guide aims to help providers meet the dual objectives of play provision by showing how they can replace

current risk assessment practice with an approach to risk management that takes into account the benefits the provision offers to children and young people as well as the risks.

The guide was co-authored by Professor David Ball, Professor of Risk Management at Middlesex, along with Tim Gill, author of *No Fear: Growing up in a risk-averse society*, and Bernard Spiegel, Principal of PLAYLINK. Professor Ball was also involved in developing the Play Safety Forum's position statement on which the guide is based.

The guide is aimed at those who manage dedicated play areas and those who design and maintain these, and would also be useful for people who manage other spaces and settings in which children play, from school playgrounds and



parks to civic spaces and visitor attractions. Whilst it is not prescriptive, the guide calls for play providers to use industry standards within the context of their local play policy and with reference to the needs of local children, as well as showing how this can be done.

Managing Risk in Play Provision: Implementation Guide discusses the legal and public policy context of play,

looks at safety, risk, hazard and harm, and examines the role of standards and guidance before moving onto a thorough explanation of Risk-Benefit Assessment. The guide concludes by highlighting the policy, practice and attitudinal changes that need to take place if providers are to succeed in reaching their dual objectives.

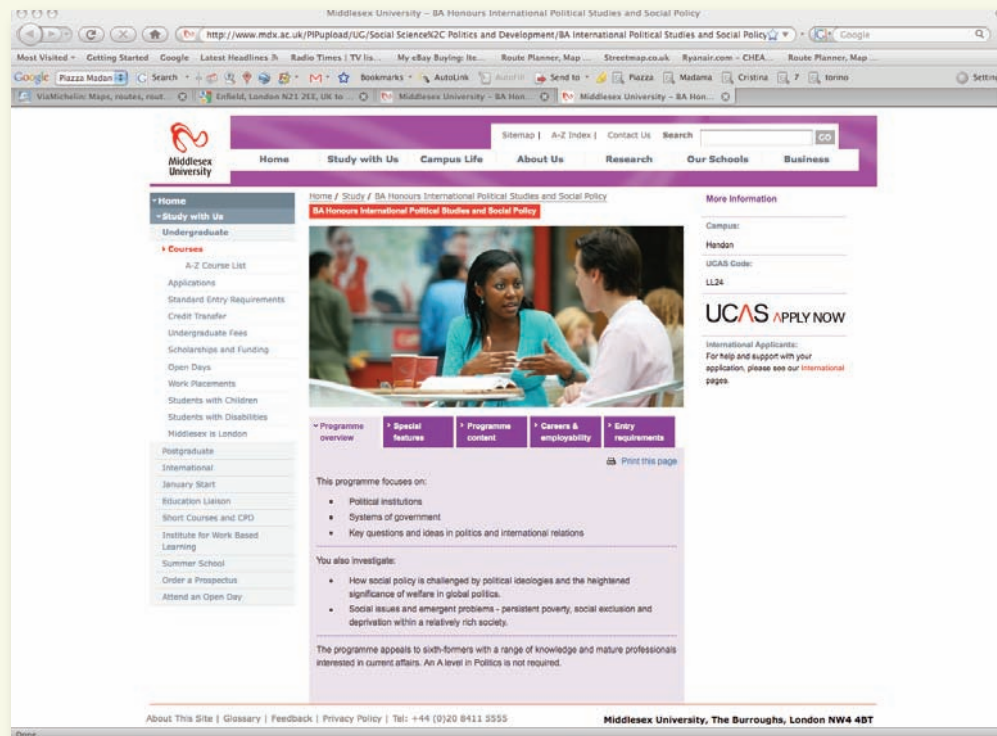
According to Professor Ball: "The guide makes a radical

departure from the current norm in risk assessment. Until now, conventional, workplace-style risk assessment has been applied to public activities, but this document proposes that this needs to be replaced if we are to escape from one-dimensional, unadventurous decisions. Although this document pertains specifically to the context of children's play, the guide has implications for all public activities".

SERVICES

It's all about the course!

With around 400 courses to choose from, across Middlesex's Schools, deciding what option is most suitable can be a challenge for anyone researching Middlesex's courses. To make things easier for web visitors, a new design for course information has been introduced, breaking information down into specific sections and using photographs on each page to add more visual interest. The new web page layout aims to present course information in a concise way, so visitors can easily find the information they need. It should help prospective students understand what different courses offer quickly and easily so they can decide which option is best for them. Photographs and video links also enhance the visual presentation. To see for yourself, visit www.mdx.ac.uk/illustration and click on 'Animations' (see tabs to the right of the page) or go to www.mdx.ac.uk/fashion.



So what's new? Across the top of each course page there is a row of purple tabs, that break the information into sections. Each course page is identical, with tabs offering information on programme content, special features, careers and employability and entry requirements. Visitors can now click straight into the section they think will contain the answer to their question, rather than having to scroll through several sections of text. As well as space for photographs, there will be a video facility, where website visitors can view clips from course sessions and showcases of student work. Course information still feeds in from PIP and MISIS databases.

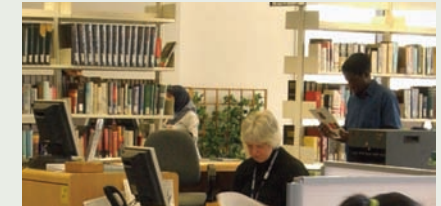
This change in layout was prompted by feedback from prospective undergraduates. Over 50% of those surveyed said their main concern when making choices about university was the course, including detailed information on modules. Others identified location and experiencing university life as important. 'It's all about the course' is a key motivation for web enquirers.

<http://www.mdx.ac.uk/study/undergrad/courses/az.asp>

SERVICES

Middlesex enhances library services in Eastern Europe

A team of library information experts, led by Alan Hopkinson, Technical Manager of Middlesex's Library Services, has been awarded an EU grant of 617,787 Euros to develop services and upgrade library staff skills in Armenia, Georgia and Uzbekistan. Middlesex will work with colleagues from Robert Gordon University in Aberdeen and other European universities to bring teaching in Library and Information Studies and Archives in each project country into line with EU standards. Library Science teaching professionals from all three states will also be trained in how to develop life-long learning programmes in their own countries.



Middlesex Library Services staff had worked with university libraries in Belgrade and Yerevan, Armenia in the past. With this experience, Middlesex approached the European Union's TEMPUS programme (Trans-European Mobility Scheme for University Studies) suggesting a project to upgrade skills and expertise amongst university library staff in these countries and to modernise library and information services. Librarianship skills in many former Soviet countries has not kept pace with developments in Western Europe, so students and academics from these countries often do not have the appropriate level of skills or technical knowledge to undertake further study and research at a European university. Middlesex's proposal was seen as a good 'fit' with TEMPUS's aims, which are to develop curriculum and strengthen university

infrastructures and teaching standards. The TEMPUS project will help to improve standards and skills for current university staff and for future generations of students passing through each country's university system.

Middlesex will manage the project, developing training materials, overseeing skills training and making recommendations to improve information management systems such as those used for archives and cataloguing. The project also aims to improve access to digital systems and encourage the development of VLEs – online learning or 'virtual learning environments'. VLEs will enable lecturers in library, archive and information studies to develop distance- and life-long learning programmes. Middlesex will make recommendations on the best type of ICT equipment and systems needed to achieve all this.

During the project, 15 academic staff from the three organisations will follow a Masters degree in Library Information Science, attending courses at Robert Gordon University and undertaking independent study. EU trainers will visit each country every four months, providing practical training and skills development coaching.

Alan Hopkinson, of Middlesex's Library Services, said: "The project team is looking forward to the challenges of the TEMPUS project. Our work over the next three years will help colleagues in Armenia, Georgia and Uzbekistan to develop library provision on all fronts in their home countries, providing well-trained staff, ongoing learning and training programmes, and improved understanding and access to information and learning resources". He added: "The level of EU funding awarded to

the project by TEMPUS is an indication of the standing that Middlesex's Learning Resources Team has gained in managing projects which focus on developing learning resources services and we are delighted to be leading such an ambitious multi-country initiative".

Lana Karlova of the National TEMPUS Office in Armenia, said: "Libraries and information services play a fundamental role in the development of society...the TEMPUS project will focus on developing a master course in library, information and archive studies in Armenia, Georgia and Uzbekistan...the project will help to shape the way information is produced, analysed and preserved. This work will benefit all areas of society, including the management of personal information".