



CUTTING EDGE

AUTUMN 2006

RESEARCH NEWSLETTER

**DEPARTMENT OF
RESEARCH &
KNOWLEDGE
TRANSFER**

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On 25 October 2006 during Prime Ministers Questions in the House of Commons, Tony Blair invited MPs to “join me in celebrating the publication of this most powerful pamphlet, which I urge hon. Members to read - it is a great antidote to all those who say that nothing has improved since the fall of Saddam”. Hadi Never Died: *Hadi Saleh and the Iraqi Trade Unions* tells the story of the rebirth of free trade unionism in Iraq since 2003.

The book will be launched in Washington DC on December 7 by the American Federation of Labor – Congress of Industrial Organisations at its Global Organising Conference.

Buy the book online (all proceeds go to the TUC Iraq Appeal) at:

<http://www.tuc.org.uk/international/tuc-12149-f0.cfm>

Photograph by Patrick Tsui



Professor Alan Johnson, of the Department of Social and Psychological Sciences, talking to the Prime Minister, Tony Blair, in No10 Downing Street, at the launch of his book *Hadi Never Died: Hadi Saleh and the Iraqi Trade Unions* (co-authored with Abdullah Muhsin and published by the TUC, 2006).

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RESEARCH UPDATE

MEET THE RESEARCHERS.....

PROFESSOR BARBARA JACK - FACULTY OF HEALTH

From Novice to Reader: reflections upon the research journey

Starting the journey

My first real contact with research methods was as part of A level Sociology where I had an lecturer who introduced us to qualitative research methodology. The value of using participant observation in the classic work by William Foot Whyte: *Street Corner Society* was an inspiration that started me on the research journey. It even influenced my choice of degree and so that I could explore research methodology further, I selected a social science degree course at Swansea University that provided me with a good breadth of knowledge.

Commencing a career in nursing, research and evidence were not a part of everyday nursing care. Instead (at that time) the care was generally based on rituals and outdated practice handed down from generation to generation of nurses built upon the infamous evidence 'sister says'. These rituals included putting salt into baths to promote wound healing, putting egg white on wounds and using hair dryers on wounds to help to dry them up, all were part of our daily practice. Practices, which are now known to be totally unfounded and potentially dangerous.

An Introduction to Applied Research

But my first experience of applied research occurred when I was undertaking my postgraduate diploma in nurse education. As part of this course we undertook teaching practice in a higher education establishment that for me was Liverpool University. By mistake I was allocated to a lecturer who was an active researcher. This gave me my first exposure to clinical research as the team were involved in several local and national projects. The end of the teaching practice saw me hooked on research. Why you may ask? Well I actually saw research being undertaken that had a direct influence on the nursing care. The outdated rituals were being replaced with care based on evidence and importantly ensured the care given was optimal.

The Long and Winding Road

Taking up post. as then Nurse Teacher at Edge Hill, I was fortunate enough to persuade the Faculty to let me undertake a part-time PhD at Manchester University. This enabled me to build upon my research knowledge but importantly allowed me to develop the skills required for applied nursing research. It was through my PhD study which was exploring the impact of the palliative care clinical nurses specialist when I really appreciated the value of nursing research not just in providing the evidence for best practice but also the value for the researcher. I found it to be a humbling experience when patients

were thanking me for inviting them to be part of the research – one particular patient stays in my mind. Jane was in her late 30s, married with a young family, she had advanced secondary liver cancer. There was no further treatment that could be offered to her and she was in hospital for symptom control. Having collected the data from Jane regarding her symptoms, she thanked me for allowing her to be part of the study. She stated that although she would not see her children grow up and she felt robbed of her life, at least she knew that her suffering was not in vain as the research would help other people in the future. Amazingly she also told me she was going to record her being a subject in a research study in the memory box that she was putting together for her children so they could see how ‘Mummy’s death actually helped others’. A very powerful experience that has stayed with me and has fuelled my desire to continue to undertake nursing research.

Novice to Reader

Following on from my PhD I managed to secure a part-time secondment to the Liverpool Marie Curie Palliative Care Institute, to allow me to continue with my palliative care research. This experience brought me into the wider arena of the national and International research world and gave me an invaluable experience, building upon my knowledge obtained during my PhD study.

Reader

When I was awarded the Readership my 87-year-old aunt asked ‘does that mean you are being paid to read?’ Trying to explain what a readership was, included reflecting upon my journey. A journey that began in a classroom in A level sociology class culminating in actually undertaking research, that has an effect upon patient care. A journey not without frustrations ranging from lost data, patients dying in the middle of the study, fights with research ethics committees, never mind the technical problems of computers breaking down. Yet it has been a journey of meaning and immeasurable rewards. Knowing that you have contributed to the evidence base to provide optimal patient care makes all the frustrations pale into insignificance. So, in response to my aunt, to me being a reader is the opportunity to research, to explore what it is about nursing that makes a difference to the patient experience, to question practices and validate un-researched areas of care. Thus, helping to provide the evidence to underpin nursing care rather than outdated and dangerous practices based upon the evidence of ‘sister says’. To this my aunt replied ‘it does not sound as if you have time to read!’

Meet the researchers ...!

Hi, my name is Pascual Marqués and I joined Edge Hill in September 1998 as a lecturer in Sports Biomechanics. My main area of research interest is generally known as *developmental biomechanics*. My research activity goes back a few years, when shortly after graduating from Brunel University I was offered a scholarship at Brunel and asked to join an ongoing research programme that involved the study of motor development in children. A few years ago little was known about the characteristics and development of walking gait and overarm throwing in very young children; thus, children as young as 6 months were routinely brought by their parents to Brunel's laboratory of biomechanics in order for us to analyse their walking movement as soon as the children started to walk autonomously for the first time. As you can imagine these tiny children used to cry quite a lot and be rather uncooperative during the data collection sessions. However, we managed to record their first few steps and throws on videotape and carry out several studies using a technique known as 3-dimensional video analysis and digitisation which allows the measurement of movement patterns accurately. *I eventually walked from Brunel myself with an MPhil in developmental biomechanics!*

Not having learnt the lesson from Brunel, my doctoral research at Edge Hill, in association with Liverpool John Moores University, also involved the study of motor development in children. However, this time the children were older, between the ages of 5 and 11 years, and were more cooperative. The nature of the research was similar, and involved the study of the development of basic motor skills in children including the soccer kick, the overarm throw and the standing broad jump. These sports skills may seem pretty commonplace at first instance, but mechanically they are very complex and the biomechanical adaptations associated with the development of such movements are poorly understood. At Edge Hill, influenced by the strong research tradition at LVJM, the theoretical approach for the research took a wholly new dimension compared with traditional motor development theory. We wanted to study the development of sports technique separate from other aspects of human motor development such as physique or strength. We wanted also to improve the existing methods for the qualitative analysis of sports technique. Although the subjective method is widespread amongst PE teachers and coaches it has not evolved in recent years. In the research, the concept of *technical level* was introduced as an innovative approach to the study of sports technique development in children. The term *technical level* does not appear to be used in sports coaching jargon or in the biomechanics literature. Nonetheless, most people would intuitively assume that a 'high' technical level is commensurate with technical supremacy that most likely leads to superior sports performance. In sports coaching, technique analysis is limited to a comparison of the performer's technique to a well-established model of successful technique, since there appears to be no gradation of technical competence available. However, assessment of technical level involves genuine technique analysis as opposed to, merely, technique comparison. These innovative ideas to sports technique analysis and the study of

motor development in children was shared at the 11th Annual Congress of the European College of Sport Science in Lausanne, Switzerland, July 2006 and it would be interested to see the response of fellow researchers and sports scientists to these new analytical concepts developed at Edge Hill.

Apart from motor development, another topic in which I have been interested in for a while is sports aerodynamics. I started writing a book on this topic a few years ago, however completion of my PhD took priority. Out of the blue, a publisher has recently contacted me and shown interest in the project. So, I guess it is good timing and I need to regain momentum and set pen to paper. *Don't you think that research activity takes up the whole of existence, though!* Sports participation, mountaineering in exotic locations and, more recently, aircraft pilot training all give me a much-needed break from research activity.

**Dr Pascual Marqués is at the Department
of Sport & Physical Activity**





Meet the Researchers – Dr. Richard Parrish

I started work at Edge Hill in 1994. Within a year, the Bosman litigation reached its conclusion in the European Court of Justice. To investigate the issue further I registered for a PhD at Manchester University. A book, numerous articles, consultancy reports, and conference papers followed with my research taking me to the USA, Ireland, Lithuania, Sweden, Denmark, Portugal, Netherlands, Belgium, Romania, Bulgaria, Czech Republic, Slovenia and Poland. It is remarkable that as we approach the tenth anniversary of that judgment that the name of an unremarkable Belgian footballer continues to sustain such interest. Of course, Mr Bosman alone cannot claim credit for this. The explosion in the commercial potential of sport is the real driving force. Money breeds litigation. Nevertheless, ten years later the consequences of the Bosman judgment still receive legal, political and academic attention. In 2004 I acted as an academic consultant on a European Commission project promoting collective bargaining in European professional sport. The project was an attempt by the Commission to encourage the sporting authorities to resolve a growing number of Bosman style disputes 'in-house'. Similarly in September 2005 I co-authored a report for the European Parliament into continuing legal disputes in sport, many of which relate to the consequences of the Bosman judgment. The Parliament report received global press coverage including features in national newspapers in Europe, Africa, Asia, Australasia and domestically in *The Daily Telegraph*, *The Times*, *The Independent* and on the BBC World Service News. Sustaining my research activity is an interest in sport generally. I enjoy playing and watching cricket, particularly as my dislike for football grows. As the best of my sporting days are behind me, I now channel my unfulfilled ambitions through my son!

Richard Parrish
Reader in Law

Research into the Impact of Gaining HLTA Status on the Role of the Teaching Assistant in School

By Jean Bedford, Gillian Goddard and Felix Obadan of Edgehill University, Ormskirk together with Pat Mowat, Support Staff Development Officer for Wigan Local Authority.

Introduction

As part of the Whitehall Department of Education's 'Remodelling the Workforce' Agenda of 2003, the then Teacher Training Agency created a new 'super-teaching assistant' role for head teachers to incorporate into their school organisations. This mirrored other Government public service professional reforms, where there has been a conscious breakdown in the strict autonomy of the professional. The movement towards a paraprofessional team-work approach has been exemplified in the emergence of the nurse practitioner to undertake some of the duties of the doctor. Similarly, the new Higher Level Teaching Assistants (HLTA) are to be capable of a broad range of specialised roles at an advanced level, previously undertaken by teaching staff, including planning, teaching and assessing whole classes, or the management of all pupils with Additional Educational Needs, the old SENCO role.

To ensure the quality of these new personnel, HLTA Status has been awarded only to those who have been assessed against the HLTA Standards (HLTA 2003). The first HLTA Status awards were made in April 2004.

This article presents the findings of research aimed at evaluating the impact of obtaining the Status, one year on, for a sample of this first group of HLTAs and their Head-teachers.

How was this study carried out?

Since Edge Hill Consortium had been involved in the pilot assessment for HLTA Status in Nov 2003, it was decided to track the successful candidates from that assessment and revisit them and their head-teachers a year after their success.

The support staff in the sample were deployed in both primary and secondary schools and constituted about 10% of the original cohort of successful candidates nationally. There will be no attempt to generalize, as the sample used in this small-scale research may not be representative of the wider population of support staff who gained HLTA status in April 2004.

Semi-structured interviews were selected as a methodology because it was felt to be more suitable to the research aims, facilitating the gathering of both qualitative and quantitative data. The structure of the interview was decided upon in advance and a list of questions, both open and closed, was prepared to allow for consistency of approach.

The questions for the Support Staff focused on the following areas;-

- Current role and responsibilities
- The nature of the role with regard to management, teaching and learning, pastoral support and administration.
- Change of role, pay and conditions, since acquiring the HLTA status
- Involvement in curriculum planning, recruitment, induction and professional development of other staff.
- Perceived benefits of gaining HLTA status, if any, in a professional and personal capacity
- Advice offered to TAs considering HLTA development

In addition support staff interviewed were asked to complete a shortened C.V. that itemized personal details including previous appointments since 2000 and qualifications and training undertaken over the last five years. This information allowed for some quantitative analysis.

The questions for the Headteachers focused on the following areas ;-

- The perceived benefits to the school of the HLTA status acquisition
- The perceived benefits to the member of staff gaining the HLTA status
- The development of the role in the school, focusing on management, teaching and learning, pastoral support and administration
- The deployment of these staff as HLTAs, including alterations of pay, conditions and job descriptions.
- The involvement of these staff in the recruitment, induction and development of other staff.
- Personal views on support staff gaining HLTA status
- Their opinion of the remodelling the workforce agenda in the deployment of support staff in senior roles.

The opportunity was provided during interview for the teaching assistant, or Head teacher, to elaborate on or clarify information given. Comprehensive notes were made of interviewees' answers, recorded in semi-verbatim annotated format. Assurances of anonymity and confidentiality encouraged respondents to offer more honest perceptions of the situation. Where interviews could not be carried out face-to-face in schools, or by telephone, questionnaires were left for completion.

The Sample

The initial sample consisted of thirty-three of thirty-four successful pilot candidates, who gained HLTA status through Edge Hill Consortium in April 2004. The one missing candidate had left the region. This was a non-probability sample of convenience, selected because of prior contact during training and assessment. This sample was also geographically focused on the North West England region, which facilitated ease of data collection. Of the thirty-three candidates, twenty-two were able to contribute responses (67% response rate). The remaining candidates were either in full-time study for teacher training qualifications (ten candidates) or had left the school and were uncontactable (one candidate).

Of the twenty-two respondents, twelve were based in primary schools and ten in secondary schools. Of the ten in secondary, two were from the special school sector whose cohorts were of a secondary age base.

Eighteen Head teachers were interviewed. This lower number is accounted for by three Head teachers having more than one candidate within their school and one Head-teacher who was a new appointment to the school and who felt it was inappropriate to contribute.

FINDINGS: WHAT THE CANDIDATES SAID.

PERCEIVED BENEFITS OF GAINING HLTA STATUS

All candidates acknowledged that there were benefits to obtaining the status. However, these benefits were more evident in the personal rather than the professional domain. Eighteen of the twenty-two (82%) acknowledged personal benefits. The benefits identified were focused on two aspects:

- Confidence and self-esteem
- Recognition by other professionals

Fourteen acknowledged some professional benefit (64%). Of these, 90% were in secondary schools. Only 42% of the primary candidates acknowledged professional benefit. This can be compared to the statistics for those candidates who obtained HLTA posts (20% for secondary and 17% in primary). The implication is that secondary candidates had experienced notable professional development but without concomitant achievement of an HLTA post. The same notable professional development does not appear within the primary cohort. Interestingly, the primary candidates who denied any professional development were vehement in their view, for example, with one stating that “nothing” had been gained professionally whilst others said “no benefits”, “at the moment, none” and “benefits very limited”. In some cases there was an undertone of resentment, which possibly relates to failure to realise the implied promise of professional career development from the national remodelling agenda.

CANDIDATES’ PRESENT ROLE

The traditional role of the teaching assistant in the support of teaching and learning remains dominant in the candidates’ roles both within primary and secondary (95%). In addition, many candidates were deployed in curriculum planning roles (77% overall). This planning role falls into the HLTA remit. Administrative duties remain a feature of many of the candidates’ roles (64%).

The other aspects identified in the questionnaire produced less favourable statistics implying that there was under-utilisation of the candidates in the other areas identified by the National Joint Council for Local Government Services (2003) namely management of other staff, pastoral roles, recruitment, induction, staff development and mentoring.

CHANGE OF ROLES

Half the sample commented that their role had changed in some way. Again, a higher proportion came from the secondary phase respondents (60%). Some examples of change of role included obtaining new posts, being involved in new projects and initiatives and extending their teaching role across the full age range. There are indications that some candidates, although their role had changed, had negative overtones to their comments, for example, “not as much as I would have liked”, “a bit disappointed”. This implies unfulfilled expectations.

ADVICE TO POTENTIAL HLTA CANDIDATES

When asked what advice they would give to potential candidates, just over half of the sample (59%) gave a positive response, including 75% of the primary and 40% of the secondary respondents. This is an inverse relationship to the perceived professional benefit ratios. Possibly this reflects an emerging disenchantment with the reality of HLTA roles. Of the 41% who qualified their response, comments focused on the difficulty of the assessment process for HLTA and the uncertainty of increased remuneration.

EVALUATION OF CANDIDATES' CVS

Candidates' ages predominantly fell within the thirty-six to fifty-five band though there were representatives within the upper (fifty five plus) and lower (twenty-six to thirty-five) bands. All were female.

The candidates all had substantial levels of continuing professional development recorded on their CVs. These included both specific professional in-service training and development and longer vocational/academic qualifications such as the Foundation Degree or the Specialist Teaching Assistant qualification (STA). This implies a commitment to their professional development over a sustained period of time, in this case five years.

WHAT THE HEAD TEACHERS SAID.

BENEFITS TO THE CANDIDATE

All but one of the Head teachers sampled felt that there had been benefits gained by the candidate through the acquisition of HLTA status (95%). The one Head teacher who commented negatively was from the secondary sector and felt that the HLTA status was not relevant to the specific candidate's role in the school. Comments confirmed that candidates had raised self-esteem, more confidence and greater job satisfaction as a result of gaining HLTA status. The first two points mirror the candidates' views. There is less indication of greater job satisfaction from the candidates.

BENEFITS TO THE SCHOOL

83% of the Head teachers confirmed that gaining HLTA status had brought benefits to the school. Comments included: raised levels of knowledge and expertise, the development of roles that involve initiative and autonomy, raised status in the eyes of other stakeholders, including Local Authorities, parents and, more importantly, pupils. Raised staff morale through the formal recognition of professional excellence was also noted.

The respondents who did not acknowledge any benefits focused on two aspects. One candidate was already operating at an advanced level and there was no additional benefit accrued. The second respondent referred to complications from unitary authority re-grading of support staff which had led to demotion and corresponding levels of disillusionment and low morale, rendering the candidate less effective than before.

ROLE DEVELOPMENT

67% of the respondents commented that the candidate roles had developed through the adoption of greater responsibility, the undertaking of higher level tasks, increased leadership roles and, in some cases, new posts. However, when Head teachers were asked if their candidates were employed in an HLTA role, only 28% said yes, 18% in primary phase and 14% in secondary. This correlates approximately with the candidates' responses. It is significant, that despite substantial role development, HLTA posts, with their enhanced pay scale, have not been forthcoming. The Head teachers' comments confirmed the earlier findings in relation to the failure to use candidates for recruitment, induction, staff development and mentoring.

VIEWS ON PROMOTING HLTA STATUS FOR OTHER SUPPORT STAFF

All secondary Head teachers and 80% of the primary Head teachers said they would encourage Teaching Assistants to acquire HLTA status. However, it was acknowledged that the motivation of the candidate was critical to a successful outcome. The primary Heads who were reluctant to promote HLTA status, commented that the Foundation Degree qualification was of more value as a professional development tool because it offered "a greater range of possibilities".

VIEWS ON REMODELLING OF THE SCHOOL WORKFORCE

Half of the respondents gave a positive answer, for example, "there are many skills possessed by support staff but are hidden because of the [institutional] structure" and "staff do not necessarily need a teaching qualification to make a real difference to learning and behaviour". Where Head-teachers qualified their response, issues such as inadequate funding, the danger of de-professionalisation of teaching staff and overstretching of Teaching Assistants featured. concerning the creation of these posts. In addition some schools were waiting for official guidance on the new pay and career structures for support staff from Local Authorities.

DISCUSSION

IMPACT OF HLTA STATUS ON THE INDIVIDUAL TEACHING ASSISTANT

This research has demonstrated that the impact of obtaining HLTA Status for the individual candidate has been most strongly felt in the affected domain. There was marked reference to raised levels of self-esteem, confidence and the perception of increased recognition by other professionals, confirmed by head teachers. Such a benefit can only be seen as positive. Similarly there was evidence of emerging professional development, seen in the alteration and development of roles, particularly in the secondary phase where there is more

scope for niche specialist roles. Less significant was the acquisition of explicit HLTA posts, together with any impact on pay and conditions of service.

There are many factors that may account for this apparent reluctance to formally reward this high level of skill. All candidates were meeting the Standards in their workplace prior to assessment. They were doing this on their existing rate of pay and grading. Clearly there was no contractual obligation on behalf of Governors and the Head teacher to award additional pay. Financial budgets in schools are directly linked to their longer-term improvement plans. This initiative has been introduced very rapidly and therefore may not be implemented until these plans are reviewed.

Financial constraints, particularly within the primary sector, are cited as a major reason for the failure to create HLTA posts. Whilst there may be substantial truth within this claim, attitudes of Head-teachers, Governors and staff may also have influenced decisions concerning the creation of these posts. In addition some schools were waiting for official guidance on the new pay and career structures for support staff from Local Authorities.

IMPACT ON SCHOOLS

There was strong acknowledgement of the benefits gained by the school through obtaining HLTA status. The Head teachers' views encompassed a wider perspective, implying that the benefit to the school was significant and extended beyond the individuals concerned. The recognition of the value of HLTA status as a public relations tool is implicit in the Government's remodelling agenda. Where HLTAs take whole classes, in particular, maintaining the confidence of parents and society at large in the professionalism of the staff is vital.

The introduction of Planning, Preparing and Assessment (PPA) time from September 2005 has accelerated this issue, where by all teachers are entitled by law to 10% non-contact time each week to undertake professional tasks. It is likely that when this cohort of candidates is revisited two years on, many will have achieved additional pay and recognition as a direct result of this legislative demand.

IMPACT OF THE TYPE OF ROLE

Whilst Head teachers identified substantial role development alongside personal benefit, this was predominantly within the traditional role of the Teaching Assistant, a fact confirmed by the candidates. These traditional roles involving the support of teaching and learning and administration remained dominant across both sectors. The newly envisaged roles of manager, pastoral leader and staff development officer have not yet emerged as coherent posts at this time within this sample. (WAMG 2005)

This could be the result of innate conservatism of the leadership and management within schools. What is being proposed within the remodelling agenda's recommendation for the use of support staff is revolutionary when viewed against the last hundred years of compulsory education delivery through the sole agency of the '*professional*' teacher. This reluctance is reinforced by union fears of the de-professionisation of teachers and 'teaching on the cheap' (TES [2005]). Head teachers identified, in addition, that there was a risk of

divisiveness amongst support staff within their school as a result of the creation of these super-teaching assistant roles.

There is an historical culture within schools that is strongly hierarchical in nature. School staff is generally not viewed as an all-embracing multi-disciplinary team that values the contribution of each professional. Instead, the focus is on the pivotal role of the teacher who has legal and moral responsibility for directing the work of the other staff within the classroom. The boundaries are now being challenged by the remodelling agenda where support staff is viewed as an intrinsic part of the education team. Some of the Head teachers' comments reflect this new vision, others do not.

A CLIMATE OF RESISTANCE?

In some schools there is a climate of resistance to change brought about predominantly by rapid and continuous change directed by Government. Head teachers may perceive remodelling as another example of imposed change. Others have cultivated an attitude of delay in the implementation of initiatives because of their history of being short-term.

Despite this reluctance, the Head teachers were very positive about staff development in relation to HLTA status. A genuine enthusiasm was apparent, particularly in secondary schools (100%). Perhaps this was because there was no obligation to reward the candidates financially when they had gained HLTA status. It was seen as a staff development tool in much the same way as National Professional Qualification for Head teachers (NPQH) for prospective Head teachers. Understanding this concept of professional development needs to be strengthened amongst the HLTA candidates, who not unreasonably, want some more tangible reward for their efforts.

CONCLUSION

Obtaining HLTA Status, even in its earliest form did make an impact on the individuals and their schools. That impact however, is as yet limited when viewed against its original purpose. However, the measurement of the impact of HLTA status within schools is in its infancy and requires monitoring over a period of time on a national scale. It may prove to be the beginning of a revolutionary shake-up in the very culture of educational delivery in schools.

It is the intention of this research team to revisit this cohort in April 2006 and compare these findings with candidates who have gained HLTA status in subsequent tranches. Only when this is undertaken will HLTA Status be able to be identified as either a revolutionary device for the development of a teamwork approach to education delivery or a short-term and unsuccessful Government initiative.

REFERENCES

TTA (2004) *Professional Standards for higher level teaching assistants*, London:DfES

DR. AILSA COX – SHORT STORIES

Midnight at the Jerominos Monastery just outside Lisbon, built in the sixteenth century as a thanksgiving for the Voyages of Discovery. In the candle-lit cloisters, dozens of writers and scholars from across the world are finishing their meal to the sound of the great American storyteller, Robert Olen Butler, reading from his work. I feel very privileged to represent Edge Hill at *Views from the Edge*, the Ninth International Conference on the Short Story in English. The past few days have been packed with papers and panels on every aspect of the modern short story. I wish I hadn't had to choose between panels; now I'll never find out about 'O Henry's Struggle for Existence' or 'Rewriting in Real Time' or 'The Smallness of Earthly Things'. Short story scholarship allows you to be quirky and idiosyncratic; my own paper was on 'Death and Closure', looking at visions of death and the afterlife in recent stories by Kate Atkinson, Stephen King and sf writer Ted Chiang, in relation to ideas about temporality.

There is a great sense of fellowship amongst short story specialists, perhaps because we feel ourselves to be a minority, overshadowed by the cultural weight of the full length novel. Writers and academics share their interests, in a spirit of harmony not always seen at literary conferences. Many of us play both roles, as creative writers who are also teachers and literary critics. This is not to say that debates were not often heated, particularly the panel discussion in which the academic Charles May and the writer Francine Prose raised the question of how far the teaching of literature was dominated by the discussion of 'relevant issues' rather than the sheer delight of reading fine prose.

The conference, run by the largely US based Society for the Study of the Short Story, takes place every two years at a different venue in Europe or America. I was very impressed by the hospitality and the scholarship of our hosts at the University of Lisbon, from both students and academics.

SHORT STORY CONFERENCE – Spring 2006

Here at Edge Hill the English Department has held its first one day conference on the Short Story, inaugurating a North West Short Story Network. I came home full of ideas for the future. The short story is - I was going to say 'hugely' or 'enormously' exciting, but neither word is quite right. It is simply one of the liveliest and most dynamic forms to be writing and studying in the twenty-first century.

This conference will be repeated next year with the Institution having agreed to donate a 'Short Story Prize'.

THE EXPERIENCE OF YOUNG PEOPLE IN HIGHER EDUCATION: FACTORS INFLUENCING WITHDRAWAL



This research draws on a project that has been underway since 2002 and will continue for another three years. It has been supported by both Edge Hill University and through Aim Higher where it is recognised as a project of national significance. It has certainly earned this title having achieved coverage in: The Guardian online, THES on line & BBC News. It has also generated interest from DfES, EdExcel and Universities UK, NSW, Australia Dept of Education and Training and the New Zealand Primary Teachers association. Professor Alistair McCulloch, Dean of Research and Knowledge Transfer has been involved in managing the project alongside the team.

Dr. Lesley Sumner, Dr Richard Ralley and Kate Grime

A key element of English government policy regarding Higher Education (HE) is its focus on widening participation and the closely related issue of retention. This is an important issue for the individual student, for whom withdrawal from a chosen course of action may have profound social and psychological implications. Measures from Health Psychology (HP) as well as a range of demographic variables and individual narratives are used to develop a formal approach to understanding the process of integration into HE, with a view to developing informed participant-led strategies for assisting culturally diverse young people through university. Initial results indicate significant differences between students who successfully complete their university education and those who withdraw. The quantitative findings are explored further in relation to student narratives and discussed with particular reference to retention and outcomes.

This longitudinal study explores the student experience using a range of measures from Health Psychology (HP) including Self-Esteem, Self-Efficacy, Coping, Perceived Social Support and Subjective Well-Being. These findings are

explored in relation to individual narratives and a range of demographic variables, including parental experience of HE, pre-entry qualifications and non-direct entry. In this paper, we present some initial findings that reflect factors that influence student withdrawal, student experience, and student attainment through the HE experience. However, educational background did yield significant differences in coping styles. Non-A-level entrants consistently employed more positive coping than entrants with A-levels. (T-tests revealed significantly higher Active coping responses, Planning, Positive growth, and Acceptance of stress, all at $p < .05$.) This may reflect a relatively passive continuation onto the HE pathway by former A-levellers, in comparison to those who enter HE through rather different decisions and routes. As a result, the question becomes one about those who stay as well as those who leave, with an accompanying need to unpick non-completion of degrees and degree achievement. This is addressed here using discriminant function analysis (DFA). Those who do complete their degree studies tend, in order of importance, to have A-levels, to be direct entrants into HE, and to not be resident in student halls. Conversely, those who do not complete tend not to have A-levels, to be non-direct entrants, and to be resident in student halls.

Notably, neither A-level experience nor Parental HE made any contribution to achievement of a higher degree classification. Instead, non-direct entry into HE is crucial in degree achievement. The positive contributions of non-direct entry and self-confidence to achievement in HE may reflect psychological maturity and aspiration. The most striking findings concern A-levels and direct entry into HE. A-levels are important in predicting degree completion, but have no impact on degree score. Direct entry into HE increases the likelihood of degree completion, but seems to militate against higher achievement. Those who do achieve tend to be non-direct entrants with a higher self-concept. The fact that self-concept plays a part in achievement confirms the importance of individual experience.

RESEARCH EXCHANGE SEMINARS - Autumn 2006

These seminars are intended for all staff and research students and will take place each semester. If you can only attend part of the session please note you are still very welcome to join in

Tuesday, 12 December 2006

4-6pm (followed by end of term Research Social) Room JD11

Paul Reynolds (Social and Psychological Sciences) – ‘Research Ethics and The Ethical Researcher: Some thoughts on the impact on principle and practice of ethically thinking’

Ian Phillips (History) – ‘Accessing digital archives: how historical inquiry directs technology’

Alyson Brown (History) – ‘The geographical mobility of offenders in early twentieth century England’

Dave Lynes (Head of Education at Respiratory Education UK) – ‘Power, role and status on hospital wards: a triangulated study’

Tuesday, 16 January 2007 4-6pm Room JD11

Craig Collinson (Learning Services) – ‘Dyslexic History? Social attitudes towards Generals with dyslexic traits 1700-1865’

Jennie Barnsley (Teaching and Learning) – ‘Theologising around the complexities of gender’

John McGarry (Law & Criminology) – title tbc

Thursday, 15 February 2007 12-2pm Room JD11

Annie Worsley (NGAS) – title tbc

Cynthia Miles (History) – ‘The religious education of Wilfred Owen: Issues of well published materials in research’

Lesley Sumner (Social and Psychological Sciences) – ‘Widening Participation - the University Challenge’

Tuesday, 13 March 2007 4-6pm Room JD11

Ailsa Cox (English) – ‘November’, short story and creative research’

Robert Sheppard (English) – ‘The Poetics of my recent creative writing?’

These events are organised by the Department of Research and Knowledge Transfer.

For further information please contact:

Katherine Straker, Research Projects Manager (extn 4568)

or Julie Proud, Research Office Manager (extn 4752)



Ethnicity, Education & Employment

This report discusses a two-year project undertaken by Edge Hill University with the University of East London. Edge Hill's contribution has been managed by Katherine Straker of the Department of Research & Knowledge Transfer

Ethnicity, Education and Employment Research Project (2004-2006)

Edge Hill is currently involved in a project funded by the European Social Fund (in partnership with other Higher Education Institutions and led by the University of East London) which, building on existing research, explores the significance of 'ethnicity' in the different phases of student experience in HE, and its influence on the outcomes of HE.

Issues such as socio-economic class, education and gender are clearly factors which can impact on employment outcomes for all groups in society but are likely, in the case of ethnic minorities, to further disadvantage an already vulnerable group. Much of the evidence published explores these factors with some studies (Blackaby *et al*, 1999; Lindley, 2002; The Strategy Unit, 2003; Connor *et al*, 2004; Platt, 2005) concerned with not only exploring the striking disparity between ethnic groups in relation to success within the Labour Market, but also, where possible, exploring gender-based differences between the ethnic groups.

Several studies (Blackaby, 1999; The Strategy Unit, 2003; Connor *et al*, 2004; Platt, 2005) agree that different ethnic minorities face different barriers to success in the labour market. Platt's research (2005) explores how class and ethnic origins can impact on a young person's success in the labour market concluding in fact that:

Caribbean, Black Africans, Indians, Chinese and others, and white migrants...all had higher chances than their white, non-migrant counterparts of ending up in the professional or managerial classes, when comparing like with like (Platt, 2005:35)

Young people from the Pakistani and Bangladeshi communities proved to be the exception to this trend where neither class origins nor educational achievements

made a positive contribution to their social progression. Previous research studies also reveal that Pakistanis and Bangladeshis experience the highest unemployment rates, in some cases nearly double that of the white population (The Strategy Unit, 2003; Metcalf and Forth, 2000; Owen *et al*, 2000; Blackaby, 1999; Thomas, 1998)

By adopting both quantitative and qualitative methodologies the research aims to: obtain a better understanding of the HE experience for minority ethnic students and to comment on the relationship between perceived learner needs and institutional provision for minority ethnic students in HE in terms of the support provided; and to develop a clearer appreciation of the relationship between widening participation initiatives and strategies and measures designed to support minority ethnic student groups to enhance their employability.

Interim findings indicate that most students, regardless of ethnicity, are likely to be affected by the same issues or raise similar concerns, particularly regarding employment prospects. In terms of their understandings of employability, the majority of students were unfamiliar with the concept of 'employability' and there was also a lack of engagement by some students with the Student Support Services, despite increased awareness campaigns. This again points to a need to implement curricular adjustments to ensure increased exposure to career education for all students, especially as some ME groups are known not to take advantage of more successful job seeking techniques (Connor *et al.*, 2004).

The research also reveals that mature students often feel they are perceived as less in need of support than some of the other younger students. However, it is vital that their needs are acknowledged, particularly in the case of certain minority ethnic groups, e.g. Black groups who statistically are more likely to enter Higher Education as mature students (Connor *et al*, 2004) Other areas cited by ME students studying at Edge Hill in need of improvement included: - greater provision of social activities, better student representation, greater diversity within on-site catering and greater opportunities to experience professional placements in multi-ethnic schools.

The project findings are currently being collated by the University of East London and a full research report will be produced for the European Social Fund, along with journal publications and further conference presentations.

For a copy of the full interim report please contact Katherine Straker, Research Projects Officer (Extn: 4568)



DEMOCRATIYA: AN INTERNATIONAL ONLINE JOURNAL IS LAUNCHED

Alan Johnson, Professor in Social Science at Edge Hill, is the founder and editor of a new free online bi-monthly review of books. *Democratiya* reviews books about global politics and society and can be found at <http://www.democratiya.com/>

Advisory Editors of Democratiya include Professor [Micheline R. Ishay](#), University of Denver; Sami Zubaida, Birkbeck College, University of London; Falah A Jabar, Birkbeck College, University of London; [Kanan Makiya](#), Brandeis University; [Professor Stephen Eric Bronner](#), Rutgers University; [Khalid Salih](#), University of Southern Denmark; [Frances Fox Piven](#), City University of New York; [Professor Chibli Mallat](#), University of Saint Joseph, Beirut; Dr Marko Attila Hoare, The University of Cambridge; the journalists John Lloyd (Financial Times), Johann Hari (Independent), Nick Cohen (Observer), Linda Grant (Guardian) and Marc Cooper (Los Angeles Times, The Nation); the writers Francis Wheen and Christopher Hitchens, and Think-Tank leaders [Jane Ashworth](#), Project Director, Engage; [Quintin Hoare](#), Director, The Bosnian Institute; and [Sunder Katwala](#), General Secretary, The Fabian Society.

The first issue of Democratiya was posted on September 1st. As well as warm international welcome the site has received many thousands of visitors from over one hundred countries as far apart as Australia, China, Ukraine, France, Japan, Slovakia, Turkey, Brazil, as well as the USA, UK, Canada and Ireland. Over 110,000 articles have been downloaded in the first year.

Each issue of Democratiya also contains the transcript of an extended two hour interview between Alan Johnson and a leading commentator on global politics. Jean Bethke Elshtain, the Laura Spelman Rockefeller Professor of Social and Political Ethics at the University of Chicago, and author of *Just War Against Terror. The Burden of American Power in a Violent World* (Basic Books, 2003) was interviewed in the inaugural issue. Issue 2 saw a wide-ranging discussion with Martin Shaw, Professor of International Relations and Politics at the University of Sussex, and author of *The New Western Way of War: Risk-Transfer War and Its Crisis in Iraq* (Polity Press, 2005).

“The international reaction has been overwhelming”, said Alan Johnson. “If any students are interested in becoming an intern with Democratiya, I’d love to hear from them. They can email me at johnsona@edgehill.ac.uk It’s a great opportunity.”

Praise for Democratiya

Welcome to Democratiya! Alongside the rapid conversations of the blogosphere, the web needs sustained, thoughtful engagement with ideas and arguments which this new review promises. **Anthony Barnett, Editor-in-Chief, www.openDemocracy.net**

Democratiya: a critically needed online forum, which reclaims a forgotten or usurped internationalist vision of human rights. **Professor Micheline Ishay, University of Denver (author of *The History of Human Rights*, University of California Press, 2004)**

Democratiya explores global politics from an intelligent perspective. It has good writers, exploring the meaning of internationalism today, and it’s free! It’s a valuable resource for anyone trying to make sense of a complex world. The regular in-depth Democratiya interview is especially useful. **John Mann, Labour MP for Bassetlaw**

Democratiya is a fascinating and much-needed forum for liberals and left-wingers who are trying to sincerely find a way to oppose fascism in all its guises. **Johann Hari, Columnist, *The Independent* (personal capacity)**

At last an online journal that challenges the sloppy thinking of the reactionary left and brings together many of the alternative, progressive thinkers. An exciting new venture that demands attention. **Martin Shaw, Professor of International Relations and Politics at the University of Sussex (author of *The New Western Way of War: Risk-Transfer War and Its Crisis in Iraq*, Polity Press, 2005)**

Democratiya is a much-needed voice for reason, compassion and international solidarity. Please give generously to ensure that the left-wing humanitarian values of Democratiya are heard far and wide. **Peter Tatchell, human rights campaigner (www.petertatchell.net)**

With much of the left’s moral authority in shreds and with realists primed to reassert their traditional dominance on the right, Democratiya, substituting dialogue for diatribe, critique for cliché, creates space for the intelligent conversation needed to revive a praxis of authentic democratic solidarity. **Michael Allen, Editor, *Democracy Digest* (www.demdigest.net)**

Democratiya provides a forum for a more discerning take on world affairs – opinionated but from a position of insight rather than ignorance. It is rapidly becoming an indispensable tool in the thinking person’s armoury. **George Lawson, Goldsmiths College, University of London (author of *Negotiated Revolutions: The Czech Republic, South Africa, and Chile*, Ashgate, 2005)**














Democratiya is one of the most encouraging online political reviews to appear in recent years. It features thoughtful criticism by engaging writers who are deeply committed to genuinely liberal values. Democratiya provides a much needed forum for intelligent and progressive opinion that is all too frequently not reflected in the conventional media. Anyone interested in serious and informed political discussion on the liberal left should read it. **Professor Shalom Lappin, Kings College, London (frequent contributor to Dissent)**

Democratiya is destined to become one of the most respected forums for serious debate and analysis of human rights and democracy issues. Its careful editing makes it a refreshing read, both for the non-specialist and the policy expert. A must-read for anyone who takes a serious interest in progressive ideas. **Ziba Norman, Research Director, The Transatlantic Institute_www.t-i.org.uk (http://www.t-i.org.uk)**

Democratiya is like a breath of fresh of air to those of us who have despaired of the hand-wringing relativism among sections of the left. By promoting serious debate about how we embed progressive values across the world, it performs an extremely valuable role. **Ed Owen, Special Advisor to Jack Straw, The Foreign Secretary, 1997-2005.**

Democratiya is a voice from the lost continent of modern politics -- the anti-totalitarian and internationalist left. The world keenly needs this journal. **Paul Berman, author of Terror and Liberalism and Power and the Idealists Editor of Social Democratic Futures, a forum at The Euston Manifesto http://eustonmanifesto.org/joomla/http://eustonmanifesto.org/joomla/ Alanjohnsonsd@aol.com**

The following figure show the last 100 visitors to Democratiya.com, demonstrating its international reach:-

Num	Perc.	Country	Name
▼ 33	33.00%	United Kingdom	
▼ 25	25.00%	United States	
▼ 6	6.00%	Switzerland	
▼ 5	5.00%	Finland	
▼ 5	5.00%	Germany	
▼ 5	5.00%	Canada	
▼ 5	5.00%	Australia	
▼ 4	4.00%	South Africa	
▼ 3	3.00%	Azerbaijan	
▼ 3	3.00%	India	
▼ 2	2.00%	Lebanon	
▼ 2	2.00%	Belgium	
▼ 2	2.00%	Italy	



Democratiya Symposium on 'Progressive Foreign Policy After Blair,' held at the London School of Economics, July 1, 2006. Participants from left to right John Bew (Cambridge University), David Clarke (Political Advisor to the late Robin Cook), Ziba Norman (Transatlantic Institute), Oliver Kamm (The Times), Professor Alan Johnson (Editor, Democratiya), Professor Martin Shaw (Sussex University) and Isabel Hilton (openDemocracy).

A fundraising seminar for Democratiya, on the subject of 'Democratic Foreign Policy in an Age of Terror', held at Mishcon de Reya, London, July 4, 2006.



John Lloyd, Contributing Editor of the Financial Times and Reuters Institute for the Study of Journalism, Oxford University

Anthony Julius, Solicitor at Mishcon de Reya and author of *TS Eliot, Anti-Semitism and Literary Form* (1995, republished 2003)



**ASSOCIATION FOR THE STUDY OF MODERN AND CONTEMPORARY FRANCE
NORTH WEST REGION LAUNCH,**

EDGE HILL UNIVERSITY, 20 SEPTEMBER 2006

This event was well attended. 21 people were present, including 15 colleagues involved in different aspects of French studies, drawn from ten departments in seven universities across North West England:

- Sue Beigel (Languages Department, Chester University)
- Brenda Garvey (Languages Department, Chester University)
- Shirley Gaskell (Education Faculty, Edge Hill University)
- Daniel Gordon (History Department, Edge Hill University and ASMCF Exec)
- David Ward (Languages Department, Liverpool John Moores University)
- Charles Forsdick (French Department, Liverpool University)
- Kate Marsh (French Department, Liverpool University)
- Mark Fenemore (History Department, Manchester Metropolitan University)
- Barbara Lebrun (French Department, Manchester University)
- Joseph McGonagle (French Department, Manchester University)
- Bertrand Taithe (History Department, Manchester University)
- James Mansell (History Department, Manchester University - PG)
- Jill Lovecy (Politics Department, Manchester University and ASMCF Exec)
- Jim Cordell (Politics Department, Salford University - PG)
- Jocelyn Evans (Politics Department, Salford University)

The remaining six comprised those who attended as departmental hosts (Alyson Brown, Roger Spalding and Kevern Verney (all History Department, Edge Hill University)), for the seminar only (Trish Molyneux (English Department, Edge Hill University)) or for the North West Network of Historians meeting only (Tony Webster and Andy Gritt (both Humanities Department, University of Central Lancashire)).

The meeting opened with Daniel Gordon providing an introduction to ASMCF and explaining the rationale behind launching ASMCF North West. Briefly, there are many specialists in the region ... but we are scattered around different departments and institutions. So, the idea is to talk to each other more by putting on a regular programme of events rotating around different institutions. Announcements were also made of other forthcoming events in the North of England (Robert Gildea's talk to the Edge Hill University History Society; the French Media Research Group Day Conference; the ASMCF Postgraduate Study Day; the Napoleon Symposium), as well as of ASMCF's next two annual conferences (Reading 2007, Manchester 2008). Financial support from the ASMCF Initiative Fund for the North West initiative's first year of events was gratefully acknowledged. It was also announced that the group would be working jointly with other associations, the Society for the Study of French History having agreed at its 2006 AGM to jointly support us from 2007, while we would also constitute the French History seminar strand of the North West Network of Historians. Kevern Verney of the North West region of the British Association of American Studies offered to hold joint events on themes of common interest.

Joseph McGonagle proceeded with his seminar paper, chaired by Barbara Lebrun. Presenting research from his recent Manchester doctoral thesis, he demonstrated how tensions arising from recent controversies over ethnicity and the French republican model have showed in visual culture. In particular he analysed, with the aid of an excellent audiovisual presentation, the photography of Luc Choquer and the artwork of Zineb Sedira. A lively discussion ensued. The group then continued its discussions in an adjacent room over French-themed refreshments, much of which had been procured by Daniel Gordon from a recent outdoor French market in Chester. (The *saucisson* was especially commended for its authenticity.)

SPREADING THE WORD

Edge Hill University staff and students travel far and wide to report the results of their research. Annie Worsley and Vanessa Holden (one of our PhD Students) presented at the RGS-IBG conference on coastal processes in Sefton. This project is multidisciplinary in nature and is helping to shape coastal zone planning policy between Southport and Liverpool.

Collaboration between researchers and practitioners within the context of Integrated Coastal Zone Management: a case study of the north Sefton coast

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³*Environmental & Analytical Sciences Division, Research Institute in Advanced Technologies (RIATec), The University of Wolverhampton, Wulfruna Street, Wolverhampton, West Midlands WV1 1SB,*

Dr. Annie Worsley (below)

Vanessa Holden (below)



Abstract

This paper reports on a case study of the north Sefton coast where work is currently underway to provide high resolution analysis of contemporary coastal processes, occurring on the salt marsh, with an interrogation of a sizeable archive of data in various forms, also being undertaken to develop a picture of the historical development of the location. The collaboration brings together academic and practitioner sectors and is multidisciplinary in nature. The findings are to be utilized to inform stakeholders with regard to future strategic coastal management planning. This is particularly important in this location due to the influences of sea level change, changing sediment dynamics and anthropogenic factors. The location provides an important site in terms of its requirement for an integrated approach to its management, with the area having a number of demands placed upon it based on the resources that it offers. The collaboration is strengthened by the recognition of the Sefton Coast Partnership to improve understanding of coastal processes operating in the location. The process of the research is divided into the analysis of contemporary sediment samples, artificial marker horizons, historical data and sediment cores, and modelling. The research has the objective of informing long term strategic planning by using a multidisciplinary and holistic approach to coastal management. The benefits of this collaborative approach are outlined.

Keywords: Multidisciplinary coastal management, Ribble Estuary, Salt marsh

In: Sustainable Development and Planning II, Vol. 1. (2005), (Editors) A.G. Kungolos, C.A. Brebbia, & E. Beriatos, WIT Press, p.485-494.



JANE MORGAN and **LESLEY BRISCOE** traveled rather further, attending the International Confederation of Midwives Congress last summer, when it was held in Brisbane, Australia.

The 27th Triennial Congress of the International Confederation of Midwives Congress 2005 in Brisbane, Australia was attended by **Jane Morgan** (below right) (Head of Midwifery) and **Lesley Briscoe** (right) Senior Lecturer in Midwifery.



Jane presented her ongoing PhD work which focuses on midwives managing disclosure of domestic abuse in the maternity services. The title of Lesley's paper examined asylum seeker and refugees' experience of midwifery care.

Both presenters obtained financial support from Edge Hill University's overseas travel grant fund and the Faculty of Health, which has helped to raise the

profile of the midwifery department in an international professional and research environment.

Papers in relation to the studies have been published in the conference proceedings and can be accessed via the midwifery department in Aintree Campus.



Attendance at this conference provided the opportunity to highlight collaborations between the participating women, Edge Hill University, The Liverpool Women's Hospital and the University of Central Lancashire, Liverpool University and University College Chester. Verbal feedback from the presentations were very positive and expressions of interest has enabled further dialogue between organisations such as Greater Glasgow Health Board's.

And finally, Dr. Richard Parrish (below) has recently attended a conference in Moscow..... This report was posted on the internet. There is absolutely no truth in the rumour that Richard was receiving instructions from his Head of Department whilst making his presentation.



BEAM ME UP VLADIMAR!

Англичане предрекают крах системы УЕФА

Впервые в Москве прошли семинары ведущих специалистов в области спортивного законодательства ЕС. Лекции по теме «Основы законодательства спортивной индустрии стран Европейского Союза» прочитали доктор Ричард Пэрриш из Университета Эдж Хилл из Англии и доктор Дэвид МакАрл из шотландского Университета Стерлинга в рамках образовательной программы «Менеджмент в игровых видах спорта» Государственного университета управления. Важное место в своих лекциях приглашенные спикеры из Великобритании уделили вопросам европейской трансферной системы, социального диалога в профессиональном футболе и юридических аспектов системы управления футбольных клубов Европы. Также были рассмотрены темы причинения вреда жизни и здоровью профессиональным футболистам и анализ материалов пресловутого «Дела Босмана». В беседе с корреспондентом РТР-Спорт.Ru Ричард Пэрриш поделился своими мыслями в связи с конфликтной ситуацией, возникшей в результате травмы Джибриля Сиссе. Французский нападающий, напомним, незадолго до старта чемпионата мира получил серьезную травму, выступая за сборную своей страны, в связи с чем «Ливерпуль», которому он принадлежит, лишился суммы в районе 10 миллионов фунтов стерлингов, в которую входит прибыль от планировавшейся продажи и зарплата, которую мерсисайдцы вынуждены в «период простоя» выплачивать футболисту. Английский клуб обратился в УЕФА и Французскую футбольную федерацию с требованием выплатить компенсацию, однако получил отказ. «Да, это ненормальная ситуация в мировом футболе, и все ведущие клубы протестуют против такого положения вещей. Однако главные футбольные организации упорно отказываются идти на встречу клубам, что может привести к глобальным изменениям в структуре клубного футбола Европы, - заявил Пэрриш. - По моему мнению, если через 22 месяца, когда этот вопрос вновь будет серьезно обсуждаться, стороны не придут к консенсусу, ведущие клубы покинут УЕФА и станут участвовать в турнирах под эгидой новой организации».

The Editors of **Cutting Edge** leave our readers to draw their own conclusion.....

PUBLICATIONS – a limited selection from across the University

REPORTS & OTHER OUTPUT

Corteen, K. (2005) *Sex and Relationship Education Policy and Practice: The Way Forward*. Lancashire Youth and Community Service. Lancashire County Council. www.lancycs.org/sre

Lundy, P. and **McGovern, M.** (2005) *Community, 'Truth-telling' and Conflict Resolution: A Critical Evaluation of the Role of Community-based Truth-telling Processes for Post-Conflict Transition*. A Published Report for Community Relations Council, Belfast, Northern Ireland.

Parrish, R. (2005), Co-author 'Professional Sport in the Internal Market'. Report for the European Parliament Project No: IP/A/IMCO/ST/2005-004. Presented to the European Parliament 28th Sept 2005.

BOOKS AND CHAPTERS

Barton, A. (2005) *Fragile Moralities and Dangerous Sexualities: Two Centuries of Semi-Penal Institutionalisation for Women*. Aldershot: Ashgate.

Barton, A., Corteen, K., Scott, D. and Whyte, D. (Eds.) (2005) *Expanding the Criminological Imagination: Critical Readings on Criminology*. Devon: Willan Publishing.

Crawford, K., Sakar Arani, M. R. and Matoba, M. (2005) *Lesson Study: International Perspectives on Policy and Practice*. Beijing: Education Science Publishing House.

Brown, A. (2006) (Ed.) *Historical Perspectives on Identities*. Newcastle: Cambridge Scholars Press.

Diamond, J. (2005) 'Negotiating Meaning: Lost in Translation ?' In: Gosling, T., Jansen, R. J. G. and Oerlemans, L. A .G. (eds.) *Coalitions and Collisions*. Nijmegen, Netherlands: Wolf Publishers.

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Sheppard, R. (2005) *The Poetry of Saying: British Poetry and Its Discontents 1950-2000*. Liverpool: Liverpool University Press.

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Stuart, M., Layer, G. and **Evans, R.** (2005) *International Comparators of Widening Participation to and through Higher Education – Policy and Practice: Australian Universities, Their Students and Social Equity*. York: Action on Access, Widening Participation in Higher Education. <http://www.actiononaccess.org/resource/aoadocs/iraus.pdf>

Trandafoiu, R. 2006. 'The whole greater than the sum of its parts: an investigation into the existence of European identity, its unity and its divisions', in *Westminster Papers in Communication and Culture*, Vol 3(3): 91-108.

Verney, K. (2006) *The Debate on Black Civil Rights*. Manchester: Manchester University Press.

Webster, T. (2006) *The Debate on the Rise of the British Empire*. Manchester: Manchester University Press.

Wright, P. (2005) 'British Television Science Fiction' In: Seed, D. (Ed.) *The Blackwell Companion to Science Fiction*. London: Blackwell.

JOURNAL ARTICLES

Dean, M. and Ashton, P. A. (2006) 'Morphometric Analysis of *C. Recta* and Related Plants at Bonar Bridge'. *Watsonia*.-26. 31-39-

Hartill, M. (2005) 'Sport and the Sexually Abused Male Child'. *Sport, Education and Society*. 10(3). 287-304.

McGovern, M. and Lundy, P. (2005) 'Community-based Approaches to Post-conflict Truth-telling: Strengths and Limitations'. *Shared Space: A Journal on Peace, Conflict and Community Relations in Northern Ireland*. 1. 35-52.

Merrill, S. (2006) 'Is the Glass Half Full or Empty: Newly Qualified Teachers' Perceptions of Their Progress at the Midpoint in Their Induction Year'. *Management in Education*. 20(2). 29-35.

Gaudreau, P., **Sanchez, X.**, et Blondin, J-P. (2006). Positive and negative affective states in a performance-related setting: Testing the factorial structure of the PANAS across two samples of French-Canadian participants. *European Journal of Psychological Assessment*, 22 (4), 240-249.

Wareing, M., Fisk, J. E., **Murphy, P. N.** and Montgomery, C. (2005) 'Visiospatial Working Memory Impairments in Users of MDMA (Ecstasy)'. *Human Psychopharmacology*. 20.115-123.

Webster, A. (2005) 'An Early Global Business in a Colonial Context: The Strategies, Management and Failure of John Palmer and Company of Calcutta, 1780-1830 in Enterprise and Society.' *The International Journal of Business History*. 6 (1). 98-133.

CONFERENCE PAPERS

Bampouras, T. and Marrin, K.-(2006) Validity and Reliability of a Commonly Used Water Polo Test: A Pilot Study, *Xth International Symposium of Biomechanics and Medicine in Swimming*, June, Porto, Portugal.

Bell, B. (2005) 'Building a Legacy? Euro 2005 and the Impact on Women's Football in North West England.' *EASM Congress 2005 The Power of Sport*, September, Newcastle, UK.

Briscoe, L. (2005) 'Explorations of Women Asylum Seekers and Refugees' Experience of Midwifery Care.' *The 27th Triennial Congress of the International Confederation of Midwives. Midwifery: Pathways to Healthy Nations*, July, Brisbane, Australia.

Devine, K. (2006) 'Reflection: From Abstract Concept to Concrete Example Using Multi-media.' *RCN Education Forum Conference: Partners in Practice*, February, Cardiff, UK.

Hartill, M. and Prescott, P. (2005) 'Child Protection in Sport: Practice Guidelines for Disseminating Policy.' *10th ISPCAN (International Society for the Prevention of Child Abuse & Neglect) Conference: European Conference on Child Abuse and Neglect*, September, Berlin, Germany.

Jack, B., Hillier, V., Williams, A. and Oldham, J. (2005) 'The Improvement of Cancer Patients' Insight into Their Disease Following the Intervention of the Hospital Palliative Care Team.' *Royal College of Nursing International Research Conference*, March, Belfast, Northern Ireland.

Johnson, A. (2006) 'Camus' Catch: How Democracies Fight Terrorism'. *Camus and Moral Clarity in a Time of Terror Conference*, June, The French Senat, Paris, France (Keynote Paper).

McAteer, M. and Hallett, F. (2005) 'The Power and the Glory: Consultation on the Value of Residential Provision at a Community Special School', *Collaborative Action Research Network (CARN)*, November, Utrecht, Netherlands.

Morgan, J. (2005) 'Midwives' Knowledge of Domestic Violence in a Maternity Setting'. *The 27th Triennial Congress of the International Confederation of Midwives. Midwifery: Pathways to Healthy Nations*, July, Brisbane, Australia.

Williams, B. (2006) 'Mental Health Law Interdisciplinary Education Provision'. *Quality Assurance Sharing Best Practice: Northern Lights Conference*, May, Reebok Stadium, Bolton, UK

POSTER PRESENTATIONS

Marrin, K. and Pout, M. J. (2005) 'Anthropometric and Physiological Characteristics of Elite Male Dragon Boat Paddlers'. *British Association of Sport and Exercise Sciences Annual Conference*, September, Loughborough, UK.

AROUND THE EDGE

A WARM WELCOME GOES TO THOSE RESEARCH STUDENTS WHO HAVE JOINED US IN THE LAST YEAR:-

Thomas Bradburn part-time student in DSAPS 'Comparing creativity in existing Design and Technology at Secondary Education Key Stage 4 level, with creativity in the Supporting Innovation in Schools Project, to identify messages for future educational legislation'. Supervisors Professor Keith Crawford & Chris Hughes.

Roberto Carlos Branco Martin – part-time student in Law & Criminology 'Collective bargaining agreements in International sports' – supervisor Dr. Richard Parrish

Michael Donning – part-time English 'Writing critical/creative poetics' – supervisors Dr. Ailsa Cox & Professor Robert Sheppard

Carol Fenlon – part-time English 'Images of Feral Children in Popular Fiction and Literary Texts' – supervisors Professor Robert Sheppard

Victoria Flanagan – part-time DSAPS – 'Rethinking Regulating Sex Work: Ethics, Embodiment and Identity in Understanding Prostitution' supervisor Paul Reynolds.

Steve Jones - part time Health student – 'The effectiveness of coercive and noncoercive treatment programmes for opiate users' Dr. Philip Murphy, Lesley Sumner & Julie Kirby.

Leander Nettles - part-time student in CLPS – 'Equality & Diversity' supervisors Stuart Speeden & Dr. Julian Clarke

Damien Norris – part-time student in CIS – 'A case study on The Use of Whiteboards at the foundation stage'. Supervisors Carol & Wendy Cooke

Lisa Ratcliffe part-time English – A novel with an exegesis' supervisors Dr. Gill Davies & Professor Robert Sheppard.

Angela Tobin – part-time student in DSAPS – "Genocide in Rwanda, Feminist Enquiries" ' supervisors Mark McGovern, Vicki Coppock

Sally Waterworth part-time Sports & PE 'Biomechanical Assessment of Flexibility'. – Supervisor Dr. Michelle Jones.

OUR CONGRATULATIONS TO THE FOLLOWING RESEARCH STUDENTS WHO HAVE BEEN AWARDED THEIR PhDs:

Dr. David Cox – Full time bursaried History Student, ‘A Certain Share of Low Cunning: An analysis of the work of Bow Street Principal Officers 1792-1839 with particular emphasis on their provincial duties’. Thanks also to the External Examiner, Dr. Clive Emsley, Open University.

Dr. Mary Dean – Part-time NGAS student ‘Morphological Studies in the Genus *Carex*. Thanks also to the external examiner Professor Richard Abbott, University of St. Andrews

Dr. Helen Elderfield – Full Time Law & Criminology student ‘Uneasy ‘Bedfellows’ or a Perfect Match? Lesbians, Gay Men and the Human Rights Act: A Critical Analysis of the Potential of the Human Rights Act 1998 to Challenge Lesbian and Gay Inequality and Discrimination. Thanks also to the external examiner Dr. Catherine Donovan, University of Sunderland.

Dr. Billy Frank – Full-time History Student – ‘Revising British Imperial Policy 1945-1955. Thanks also to the external examiner Dr. Nick White, Liverpool JMU.

Dr. Julie Kirby – Full-time Health Student – ‘Schizophrenia & Gender’. Thanks also to the external examiners, Dr. Neil Thompson, Open University and Dr. Nick Crossley, University of Manchester.

Dr. Jacqueline Phillips – Part-time English Student – ‘The Short Story: Theory & Practice’. Thanks also to the external examiner Professor Patricia Duncker, University of East Anglia.

Dr. Michelle Wareing – Full time DSAPS student – ‘Working Memory and Executive Deficits among MDMA (‘Ecstasy’) Users’. Thanks also to the external examiner Professor Andy Parrott, University of Wales

OUR CONGRATULATIONS GO TO THE FOLLOWING MEMBERS OF STAFF WHO HAVE BEEN AWARDED THEIR PhDs:

Dr. Claire Molloy, (Media & Communications) - The thesis is entitled 'Discourses of anthropomorphism (A critical history of anthropomorphism and the relationships between discourses of science and popular culture that construct anthropomorphic practices)' and was examined at Liverpool John Moores University.

Dr. Damien Short, (Education) The thesis is entitled 'The State of the Nation: Nationalism, Gender and Religion in the Drama and fiction of Dermot Bolger' the viva voce examination was held at Mary Immaculate College, University of Limerick, Ireland.

Dr. Simone Kruger, (SOLSTICE), The thesis is entitled 'Experiencing Ethnomusicology: Student Experiences of the Transmission of Ethnomusicology at Universities in the UK and Germany' the viva voce examination was held at the University of Sheffield.

CONGRATULATIONS TO THE FOLLOWING MEMBERS OF STAFF WHO HAVE RECENTLY BEEN AWARDED A PERSONAL CHAIR:-

- **Professor Tom Chapman**
- **Professor Keith Crawford**
- **Professor Harriet Devine**
- **Professor John Diamond**
- **Professor Philip Erwin**
- **Professor Rhiannon Evans**
- **Professor Barbara Jack**
- **Professor Alan Johnson**
- **Professor Robert Sheppard**
- **Professor Kevern Verney**

CONGRATULATIONS TO THE FOLLOWING MEMBERS OF STAFF WHO HAVE RECENTLY BEEN AWARDED A READERSHIP:-

- **Alan Bedford** - Reader in Ecology
- **Alyson Brown** - Reader in Criminal History
- **Vicki Coppock** - Reader in Social Work and Mental Health
- **Ailsa Cox** - Reader in English and Writing
- **Anthony Grant** - Reader in Historical Linguistics and Language
- **Philip Murphy** - Reader in Psychology
- **Paul Reynolds** - Reader in Ethics and Social Ideas
- **Stuart Speeden** - **Title to be confirmed**
- **Terry Wallace** - Reader in Organisational Analysis
- **Anne Worsley** - Title to be confirmed
- **Peter Wright** - Reader in Speculative Fictions

CONGRATULATIONS ALSO TO THE FOLLOWING MEMBERS OF STAFF WHO HAVE RECENTLY BEEN AWARDED A READERSHIP IN EDUCATIONAL DEVELOPMENT

- **Paul Greenbank**
- **Sue Palmer**
- **Sue Roberts**

ALSO APPOINTED RECENTLY WERE 13 RESEARCH MENTORS

- **Lucy Bray** – *Qualitative Research with Children & Young People*
- **Rob Foster** – *Partnership in the initial and continuing professional development of the school workforce*
- **Mark McGovern** – *Conducting Qualitative, Sensitive Research*
- **Lindsey Martin** – *Managing the literature review process*
- **Paul Martin** – *Qualitative Research Methodology for New Researchers in Social Science*
- **Stephen Merrill** – *Working with new researchers with the aim of journal publication*
- **Philip Murphy** – *Quantitative Research with Human Participants*
- **Mary O'Brien** – *The use of qualitative methods in Health Research*
- **Richard Parrish** – *Writing for Policy Journals*
- **Paul Reynolds** – *Research Methods/Methodology and Ethics (Principally but not exclusively social sciences)*
- **Graham Rogers** – *Enhancing and Supporting Teaching and Learning in Higher Education: the student experience*
- **Terry Wallace** – *Writing for Management, Business and Organisation Studies Conferences and Journals*
- **Annie Worsley** – *Health and Environment Mentorship Group*

CONGRATULATIONS TO **DR. LEE SARTAIN (HISTORY DEPARTMENT)** who is a former PhD Student here at Edge Hill, and is the winner of the Jules and Frances Landry Award for 2007 for *Invisible Activists: Women of the Louisiana NAACP and the Struggle for Civil Rights, 1915-1945*.

The Landry Award is given annually to the best book on a southern topic published by Louisiana State University Press during that year. Through the years the winners have represented a wide range of fields and methods of inquiry, but all have made notable contributions to the study of the South. Previous winners include such notable names as John Hope Franklin, Louis D. Rubin, Jr., Fred Hobson, and Lewis P. Simpson.

The late Frances Landry and her late husband Jules practiced law in Baton Rouge for over fifty years. Included among their many interests were the history and the culture of the South and this award is an expression of that interest, intended to recognize outstanding contributions to scholarship in these fields. The award comes from an endowment established by the Landrys.

BEYOND THE EDGE

FACTOID

According to the "Worth Noting" feature in the July-August 2005 issue of The Humanist, George W. Bush, Dick Cheney and Donald Rumsfeld have just been accorded a truly unique honour. They've had bugs named after them! Assigned the task of naming 65 newly-discovered species of slime-mold beetles, entomologists Quentin Wheeler and Kelly B. Miller named three species for the president, vice-president and defense secretary: *Agathidium bushi*, *Agathidium cheneyi* and *Agathidium rumsfeldi*.

Thomas G. Lammers, Ph.D. of the University of Wisconsin named a plant for Bill Clinton a while back: *Siphocampylus praevaricator* Lammers, *Novon* 12: 230 (2002).