



theo gavrielides

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Project Team

***Evaluation of the Oliver McGowan Mandatory Training
with Nursing and Midwifery students at BNU***

"Nothing about us, without us"

***Buckinghamshire Health and Social Care Academy, Bucks New University
and NHS England***

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Professor Theo Gavrielides, PhD

He is the Founder and Director of the RJ4All International Institute and the Founder of [RJ4All Publications](#) and [RJ4All Sports](#). Pioneer of user-led research methods, and advisor to the European Commission, and governments. His most recent work involves working with the Buckinghamshire Health and Social Care Academy to collect primary and secondary data that would help develop a Framework for Social Care nurses. This resulted in the publication of three books the latest one being [Gavrielides, T. et al \(2024\). Developing a Framework for Social Care Nurses: Enhanced or Advanced Practice? A critical literature review. London: RJ4All Publications.](#) He is a member of the UK Allied Health Professionals Leading Integrated Care Between Social Care and Health) Expert Reference Group.

Moreover, he worked with the BHSCA, NHS England and the University of Surrey to run (a) the [Preparation for Practice Placements project](#) which aims to pilot a resource for educators to prepare pre-registration healthcare learners for their first practice placement focusing on the non-clinical skill aspects of clinical practice (b) [the Aspirant Educator Masterclasses project](#) to guide healthcare practitioners towards educator roles and give them insight into the range of roles and required preparation.

Between 2009 - 2024, he acted as the Editor-in-Chief for [The International Journal of Human Rights in Healthcare](#). Emerald, previously titled Ethnicity and Inequalities in Health and Social Care Journal. In 2009, he worked with the UK Department of Health to help them create a national delivery plan to support justice in healthcare. This resulted in [Gavrielides, T. \(2009\) "Review by human rights specialist of Improving Health, Supporting Justice: A National Delivery Plan" in Department of Health Equality Impact Assessment of Improving Health, Supporting Justice, Department of Health: London.](#)

In 2007, he was asked by the UK Parliament to give oral evidence to their public inquiry on the treatment of older people by healthcare public sector providers. This resulted in [Gavrielides, T. \(2007\) The Human Rights of older people in healthcare, Parliamentary Joint Committee on Human Rights: London.](#)

Finally, he worked with the UK Ministry of Justice (then Department for Constitutional Affairs) to introduce a Human Rights Strategy in health and social care services, resulting in:

- [Gavrielides, T. \(2006\). Human Rights Insight Project Stage 1 Report: Consumers: Reviewing the evidence on human rights awareness and experiences of consumers of public services: Building a human rights culture, Department for Constitutional Affairs: London.](#)
- [Gavrielides, T. \(2006\) Human Rights through the Education, Information and Advice Strategy, Department for Constitutional Affairs: London.](#)
- [Gavrielides, T. \(2008\) "Human rights and customer satisfaction with public services: a relationship discovered", Vol 12:2 International Journal of Human Rights, 187-202.](#)

Research Assistants

George Edward Ntow

He is a young researcher with over seven years of experience in qualitative, quantitative, and mixed methods research across West Africa. He specializes in policy research and has long-term

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interests in community-based projects, infectious diseases, health systems, policies, and interventions aimed at protecting vulnerable groups in remote communities.

He has significant experience in stakeholder engagement, demonstrated through his three-and-a-half-year involvement with the West Africa Network of Emerging Leaders on Health Policies and Systems (WANEL) on an International Development Research Centre (IDRC) funded project on COVID-19. His project experience includes maternal and child health, UNICEF WASH in Ghana, tuberculosis prevention and control, and pandemic response. He is eager to collaborate on initiatives focused on equity, social justice, gender equality, and non-communicable diseases.

[Nathan Squillante](#)

He has experience in conducting research (both in conducting interviews and administering surveys) from his education at the University of Cincinnati and his time with the Urban Appalachian Community Coalition. Additionally, he has experience with data analysis (both qualitative and quantitative analysis, including regression analysis), and writing up his findings in a report. He also has experience creating and giving presentations of his findings.

Further, while he is no expert, Nathan has a small amount of experience with learning disabilities and autism, both from relationships in his personal life as well as through his experience as an Adaptive Gymnastics Volunteer where he assisted in teaching gymnastics to children with developmental disabilities including autism. Because of this, he is aware of some of the challenges people with learning disabilities and autism face.

[Dr. Nathan Green](#)

He has 20 years in Education and 7 years in Academic/Industry Research. He has been integral to the setting up of a new SEN school for young people with Autism, ADHD, SEMH and other related learning difficulties, requiring him to develop and implement both teaching and operational resources. As a Leader in a variety of educational settings, he has had whole school responsibilities across Curriculum, Pastoral and SEN areas, including his role as SENCo and Deputy Headteacher. He has been an active member of the Senior Leadership Teams at previous schools which allowed him to further extend his skillset and contribute to whole school initiatives.

Most recently as a Senior Lecturer in Learning Disabilities in Autism he was able to utilise his experience, knowledge and skills to provide a platform for pre-registration Health Care Professionals, including Nurses and Midwives, to effectively support individuals in their care. A key part of this was to embed the Olivier McGowan Mandatory Training into the curriculum, which was successfully achieved for a broad spectrum in students and staff. This subsequently led to the conception of Reflective Together, a training group with its values and principles based on genuine co-production and co-delivery.

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