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Design: Buchanan Davey
Cover photograph: Greg Funnell
As my term of office as Head of School draws to a close, it is helpful to pause and reflect upon what we have achieved. The last seven years have been a time of great dynamism and change. The most dramatic of these shifts has been the move to an all graduate profession, thus transforming the student academic profile from diploma to degree, bringing our portfolio into alignment with that of the rest of King’s. We have now completed this cycle of change and can take pride in that achievement.

We have expanded the work we do with our NHS Trusts in London and been fortunate to develop partnerships to provide pre-registration BSc nursing and midwifery students, and Postgraduate Diploma in Nursing students, with Imperial College Healthcare NHS Trust, and Chelsea and Westminster Hospital NHS Foundation Trust. We have also won a tender to access placements at the Royal Brompton & Harefield NHS Foundation Trust. Our partnerships with other healthcare providers continue to develop, with recent collaborations with Royal Hospital Chelsea and Capio Nightingale Hospital.

The development of Academic Health Sciences Centres (AHSC) has been very positive. We are delighted to be working with King’s Health Partners and Imperial College Healthcare NHS Trust as the only School in the UK providing pre-registration students to two AHSCs. More recently, we have won an exciting contract with NHS South West Strategic Health Authority to provide online Continuing Professional and Personal Development with Capita for five years.

On a more personal note, I was fortunate to be seconded to the Department of Health to work with Lord Darzi and the Chief Nursing Officer on the Next Stage Review of the NHS in 2008. Colleagues from the School produced two influential reports, ‘Nurses and Society’ by Professor Jill Maben, and ‘Nursing Metrics: State of the Art’ by Professor Peter Griffiths, as part of that initiative. Subsequently, I had the privilege of serving on the then Prime Minister Gordon Brown’s Commission on the Future of Nursing and Midwifery in 2009-10.

Looking to the future, we are refreshing our research strategy in the run-up to the Research Excellence Framework 2014, led by our new Associate Dean (Research), Professor Alison Metcalfe. We also look forward to welcoming Professor Helen McCutcheon from the University of South Australia as my successor at the School. I wish Helen every success in her new role and feel sure that, under Helen’s leadership, the School will continue to go from strength to strength. I want to thank you all, and the wider King’s community, for the strength of support you have afforded me during my tenure. It has been a privilege to serve you and the School.

Professor Anne Marie Rafferty
Head of School, 2004-2011
School in the news

2011

JUNE
School is editorial home to world leading nursing journal

The International Journal of Nursing Studies (IJNS), of which Professor Ian Norman, Associate Dean (Staff Development), is editor-in-chief, has been ranked as the top academic nursing journal in the world, by the Thomson-Reuters Impact Factors for 2010, released in June 2011.

MAY
Report highlights value of midwives

The Royal College of Midwives (RCM) released the report “The Socio-economic Value of the Midwife”, which highlights the important role of midwives during pregnancy and childbirth. The report, co-authored by Jane Sandall, Professor of Social Science and Women’s Health, who works jointly with the School and the School of Medicine at King’s, confirms that investing in midwives and midwife-led care is central to delivering high quality maternity care.

MAY
School of Nursing & Midwifery announces new Head of School

The School is pleased to announce the appointment of Professor Helen McCutcheon as its new Head of School. Professor McCutcheon currently holds the position of Head of the School of Nursing and Midwifery at the University of South Australia and will join the School in November 2011.

MAY
Research into post breast cancer treatment in BME patients

Emma Ream, Professor of Supportive Cancer Care, will work with researchers at Breast Cancer Care and the Medical Research Council’s Social Public Health Science Unit, to carry out the first ever UK study on the wellbeing of people from diverse backgrounds who have finished their treatment for breast cancer.

APRIL
Number one for nursing in London

The Complete University Guide 2012 announced that the School is, again, the only university in London to be ranked in the top ten British universities for nursing. The School was ranked in sixth place for nursing, an improvement of three places from the previous year.

FEBRUARY
School welcomes new Associate Dean for Research

Professor Alison Metcalfe joined the School in February 2011 as the new Associate Dean for Research and Professor of Health Care Research. Professor Metcalfe joined the School from the University of Birmingham where she held the position of Senior Research Fellow and led the implementation of a nursing and physiotherapy research strategy.

FEBRUARY
New website launched

The School successfully launched its new website in February 2011. The new website design, led by the King’s Marketing and Information Technology Services teams, is fresh and modern, using many images of our students, staff and campuses.

MARCH
School launches ‘Navigating Nightingale’ iPhone app

A new iPhone app, ‘Navigating Nightingale’, has been launched by the School. The app guides users along the banks of the River Thames to learn more about the life of Florence Nightingale a century after her death.

FEBRUARY
Commitment to e-learning

The School is expanding its e-learning expertise through its role as provider of e-learning content for the continuing professional development of NHS South West staff, in a significant contract with Capita. The expertise, developed in the School, will benefit the professional development of colleagues in our partner Trusts and, in turn, benefit the standard of healthcare services for local residents.

JANUARY
National Nursing Research Unit appoints new director

Dr Jill Maben was appointed as Director of the National Nursing
**Event highlights**

**2011**

**JUNE**  
**Electives Showcase**  
The School held its inaugural National and Global Health Electives Showcase in June 2011. The event was a fantastic opportunity for students, who have undertaken national and global electives, to reflect upon their experiences and share the knowledge they have gained with other students, School staff and our clinical placement partners.

**MARCH**  
**Health minister at Nightingale Breakfast**  
The Right Honourable Anne Milton MP, Parliamentary Under Secretary for Public Health at the Department of Health, spoke about ‘Improving Health, Improving Nursing’ at the School’s Nightingale Breakfast series in March 2011.

**2010**

**DECEMBER**  
**Lessons from The Productive Ward**  
Researchers Dr Glenn Robert and Dr Elizabeth Smith from the NN RU published ‘Improving healthcare quality at scale and pace - Lessons from The Productive Ward: Releasing time to care programme’. It builds upon the insights provided by the NHS Institute’s ‘The Productive Ward: Releasing time to care Learning and Impact Review’ (2009), undertaken by the NN RU.

**MAY**  
**Nurse staffing matters: RN4CAST study**  
The first findings from research addressing the associations between nurse staffing, patient safety and quality of care were presented at a Nightingale Seminar in May 2011. RN4cast is the largest ever research study to explore the associations between nurse staffing and patient outcomes, featuring a consortium of 15 partners in 11 European countries and China, South Africa, and Botswana.

**OCTOBER**  
**School launches its first advertising campaign**  
In October 2010, the School’s Marketing Officer, Laura Delfitto, worked with the design agency 999 to launch a dynamic and powerful advertising campaign to attract potential students. The campaign centres on how it feels to be a King’s nursing or midwifery student, where no two days are the same. The adverts have been seen in a variety of newspapers, magazines and websites.
## Staff successes

### School appoints first Innovation Fellow
As part of the College-wide network of Innovation Fellows, tutor Sheryl Gettings has been appointed as the School’s first Innovation Fellow. Sheryl’s role aims to raise the profile of innovation in the School and facilitate the mobilisation of innovative ideas to real-world application.

*Sheryl Gettings*

### King’s College Fellowship
In July 2011, outgoing Head of School, Professor Anne Marie Rafferty, was conferred as a Fellow of the College in recognition of her contribution to the School and College as a whole.

### Supervisory Excellence Award 2011
Professor Emma Ream has been awarded a Supervisory Excellence Award by the College. The award is a tribute to Emma’s continuing commitment to postgraduate research.

### College Teaching Fund successes
Dr Margaret Edwards, Dr Emma Briggs and Dr Jacqueline Bloomfield, with support from colleagues from around the School and College, have successfully secured College Teaching Fund awards.

### Staff appointments
The School is pleased to announce the following staff promotions: Dr Jill Maben, Chair in Nursing Research, Dr Glenn Robert, Chair in Healthcare Quality and Innovation, Dr Jacqueline Bloomfield, Senior Lecturer and Dr Anne Jones, Senior Lecturer.

### King’s Award for Excellence in Teaching
Dr Ehsan Khan, lecturer in critical care nursing, received a King’s Award for Excellence in Teaching. The Awards provide students with an opportunity to recognise teaching staff from each of the College’s nine schools.

### Two NIHR doctoral research fellowships for the School
Rebecca Verity and Catherine Oakley have been successful in securing NIHR Doctoral Research Fellowships. The Fellowships offer three years full-time funding (or 4 or 5 years part-time) to undertake a PhD and aims to ‘fast-track’ the selected individuals through a customised research training programme. Catherine and Rebecca will be supervised by Professor Emma Ream, in conjunction with Dr Theresa Wiseman and Professor Sarah Cowley.

### Annual Fund award
Carol Fordham-Clarke and Anne Pegram successfully applied to the King’s Annual Fund to secure financial support to purchase 3D models which will aid students in the evaluation of pressure ulcers. The models, which demonstrate the four stages of pressure ulcers, will be used alongside the current interactive computer-based learning resource. The models will be available for teaching and independent learning at the Clinical Skills Centre.

### Brazilian research grant awarded
Professor Debra Bick is one of eight academics at King’s to be awarded joint research grants by the São Paulo Research Council, Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP). Professor Bick will work with Dr Anna Maria Chiesa from the University of São Paulo on the project ‘Improving Health Professionals Skills in Using Appropriate Technologies to Strengthen Continuity of Primary Care’.

### Florence Nightingale Foundation scholarship
Dr Jacqueline Bloomfield was awarded a Florence Nightingale Foundation travel scholarship. Jacqueline used the funding award to undertake a study on ‘Exploring the use of simulation and e-learning for clinical skills education in nursing: insights from the USA’, visiting sites in Pennsylvania, New York and Indiana. The Foundation raises funds to provide research, travel and leadership scholarships for nurses and midwives.

### RCN Marjorie Simpson New Researcher award
For the second consecutive year, a member of the School has received the Royal College of Nursing’s Marjorie Simpson New Researcher award. Lecturer Rebecca Verity follows in the footsteps of last year’s winners Suzanne Bench and Wladzia Czuber-Dochan. The RCN award recognises excellence in new researchers who are involved in postgraduate research.
## Student successes

### School's first Thouron Scholar
David Bendell has become the first nursing student at King’s to be awarded a prestigious Thouron Award. David, who graduated from the BSc Adult Nursing degree in 2011, went through a competitive application and interview process to be offered the award.

The Thouron Award, established in 1960, is a graduate exchange programme between British universities and the University of Pennsylvania. Successful applicants receive support for up to two years for a postgraduate degree programme at the University of Pennsylvania. Penn, an Ivy League institution, is one of the world’s leading research universities. In addition to being the first nursing student at King’s to receive the Thouron Award, David is also the first Thouron scholar to attend the nursing school at Penn.

David, who was also Chair of the School’s Nightingale Student Council, will start the Health Leadership master’s programme in September 2011 at Penn’s Nursing Science School.

### Graduation 2011
On 20 January and 20 July 2011, the School held graduations at the Barbican Centre with many graduates and their families joining us for the ceremonies. In January James Squires, adult nursing graduate and former head of the Nightingale Student Council, was presented with the Jelf Medal, the highest honour the School and College can bestow on students.

### DHC student publishes breast cancer nursing book
Vickki Harmer, Doctorate in Healthcare student and clinical nurse specialist (breast care) at St Mary’s Hospital, Imperial College Healthcare NHS Trust, edited and wrote chapters for ‘Breast Cancer Nursing: Care and Management’ (2nd edition). The book is aimed at nurses and healthcare professionals working with breast cancer patients. The book also features a foreword from HRH Prince of Wales and fashion designer Stella McCartney.

### School alumna scoops gold at European Tai Chi championship
Emma North, a King’s DipHE adult nursing alumna, competed at the European Tai Chi Championships, held in Oxford in December 2010. Emma, who is now working as a Staff Nurse at GSTFT’s outpatient clinics, scooped five medals in the Championships – two gold, one silver and two bronze.

### International Midwives Conference
Octavia Wiseman, BSc Midwifery Studies student, won a place to attend the Royal College of Midwives Triennial International Confederation of Midwives Conference in Durban, South Africa in June 2011.
Graduation Day

The School holds two graduations a year, in January and July, at the Barbican Centre, London. Graduation is a great opportunity for our students, their families and supporters and our academics to join together to celebrate their achievements. Here we celebrate this important part of the university experience with images from our January 2011 ceremony, where hundreds of our BSc, DipHE and postgraduate students celebrated their successes. Photographs by Greg Funnell
Curricula updates

Pre-registration nursing education

Angela Parry, Strategic Lead for Pre-registration Nursing Programmes

New pre-registration nursing curriculum
A new pre-registration nursing curriculum commences in September 2012. Programmes will be offered in adult, children’s and mental health nursing at BSc (Hons) level, and as a Postgraduate Diploma in Nursing. Working groups are collaboratively formed with representatives from the School, healthcare partners, students and service users. The Nursing and Midwifery Council (NMC)/College approval event is scheduled for November 2011.

Clinical learning experience
With at least 50 per cent of all programmes taking place in clinical practice, a clear focus has been on further augmenting the student clinical learning experience. Initiatives include collaborative work with placement providers on enhancing clinical learning and placement experiences; improving placement allocation systems, supported by the introduction of an on-line clinical placement mapping system; establishment of Mentorzone, a virtual learning environment for mentors; and the development of the Network for Excellence in Clinical Education hosted by King’s Clinical Teachers. These initiatives complement established work on mentor preparation and updates, and robust link lecturer arrangements.

Accreditation of Prior Experiential Learning (APEL)
The School has established strong APEL mechanisms. APEL is used extensively by post-registration students, and as part of the pre-registration Postgraduate Diploma in Nursing. The NMC (2010) standards recognise the contribution of APEL to a contemporary career framework. An NHS London approved pilot has enabled 18 pre-registration students to submit an accreditation claim for 150 practice hours based on their prior healthcare learning. Students are now able to use this time, during their degree and diploma studies, for personal professional development initiatives. The success of this pilot will further inform the development of the 2012 curriculum.
Pre-registration midwifery education business win

King’s has been appointed as the preferred provider for pre-registration midwifery education at Imperial College Healthcare NHS Trust. This new business win consolidates the School’s position as the pre-registration education provider for two Academic Health Sciences Centres – King’s Health Partners and Imperial. The appointment was made following a competitive tendering process and builds on the pre-registration nursing contract at Imperial which was won in 2009. The five year contract is for 36 commissions to the three year BSc programme and will increase the number of Year 1 midwifery students from 56 to 92.

NHS London Contract Performance Management rankings

The School’s midwifery education provision has risen to the top of NHS London’s Contract Performance Management rankings 2009-10. The School achieved a performance rating of almost 90 per cent.

Development of Postgraduate Diploma in Midwifery

Work is underway to develop a Postgraduate Diploma in Midwifery with registration programme designed to attract adult nursing graduates. This provision is part of a strategy that recognises that many students entering midwifery programmes already have degrees and wish to undertake midwifery studies at a higher level. The postgraduate route to registration will enhance the progression of clinical academic careers by offering post-qualification opportunities to continue studying towards a masters after qualification. In addition, the proposed curriculum will address priorities identified in Midwifery 2020: Delivering Expectations (Department of Health, 2010).
Curricula updates

Postgraduate taught
Dr Margaret Edwards, Head of Postgraduate Taught Studies

Strong recruitment to postgraduate courses continues
Recruitment to postgraduate courses continues to be robust, with over 100 post-qualification students entering master’s programmes in 2010. Additionally, some 70 students enrolled for ‘free standing’ master’s level modules, as part of their Continuing Personal and Professional Development (CPPD).

This academic year marked the inaugural re-enrolment of students on the Postgraduate Diploma in Nursing programme for pre-registration nursing students. Over 180 students commenced the programme in 2010, bringing the number of graduate students on taught programmes to over 400.

Advanced practice programmes
The School now offers five MSc programmes, the largest of which is the advanced practice programme that currently comprises 15 pathways. An advanced practice pathway in infection control was launched in 2011.

Captain Rola Allaweh
The postgraduate teaching teams were particularly pleased to witness the success of Captain Rola Allaweh from Jordan, who successfully graduated from the MSc in Clinical Nursing programme. Rola succeeded in her studies, despite challenging disabilities, and was an inspiration for her peers and teachers. The MSc in Clinical Nursing is designed specifically for international students. The School and College are offering two scholarships as part of the joint Commonwealth Scholarship Scheme for academic year 2011-12.
Partnerships with healthcare providers
The School has continued to work closely with healthcare providers, in both the NHS and independent sector, to consolidate and further develop the continuing personal and professional development provided by the School. This partnership working was a key contributor to the NHS London annual monitoring report for 2009-10, which resulted in a top rating. Student evaluation of modules were highly rated, with around 70 per cent rating the modules as “highly relevant” to their jobs. As part of the earned autonomy status from the NMC, a repost has been submitted focusing on school nursing and the practice teacher qualification.

New programmes and modules
In February 2011, a new specialist community public health nursing module was also reviewed and revalidated by the NMC in July 2011. The School has also been awarded a contract with the NHS Sickle Cell and Thalassaemia Screening programme to deliver a 30 credit specialist counselling module focusing on at risk couples, and a study day, focusing on giving results to parents of babies identified as a haemoglobin variant carrier.

Continuing Personal and Professional Development
Julie Bliss, Head of Post-qualification Education

Developments in 2011 include Dr Jocelyn Cornish succeeding Dr Theresa Wiseman as programme leader for the Doctorate in Healthcare and the launch of a School conference fund for postgraduate research students to present their doctoral research. There are termly competition rounds for the conference fund and successful applicants will also deliver their presentation at School forums.

Key events for postgraduate research students include the annual School master classes programme and research symposium. The master classes programme included workshops on conducting ethical health care research, data management for qualitative health care research, and research grants and funding applications.

The 2011 research symposium was an excellent showcase and celebration of ongoing doctoral research, with poster and oral presentations capturing the theoretical, philosophical and methodological richness of students’ research. Prize-winners of the research poster competition were: Yu Chen, Rosamund Snow and Linda Sheahan.

Successes
Current postgraduate research students continue to be successful in publishing and presenting their doctoral work and seven students were awarded their postgraduate research degrees during the past year:

Dr Roberta Sammut  
(PhD Nursing Research)

Dr Ameera Aldossary  
(PhD Nursing Research)

Dr Martin Hind  
(PhD Nursing Research)

Dr Valerie Thurtle  
(Doctorate in Health Care)

Dr Patricia Lindsay  
(Doctorate in Health Care)

Dr Gregory Parkin-Smith  
(Doctorate in Health Care)

Sarah Collings  
(MPhil Nursing Research)
Why did you become a researcher?
When studying for my degree in biology and psychology at Keele University, I discovered a passion for research that has been with me ever since and I knew I wanted to do this type of work full-time. Eighteen years later, with a background in social science and basic science research, here I am. My own research draws on both sets of skills and knowledge to explore genetic risk communication, within families, between patients and health professionals and looks at the care and support implications for people living and coping with inherited genetic conditions.

What is the importance of research to nursing and midwifery?
For nurses and midwives to offer the best quality care to patients and families affected by complex diseases requiring involved treatments, their practice and the information and support they offer patients needs to be informed by research. Without research, the practice of nurses and midwives cannot legitimately grow and develop.

Why has nursing and midwifery research been overlooked?
In the past, there has not been sufficient emphasis on research around patient care and patient experience, and patient and family quality of life. The emphasis has not been there from nurses or midwives, nor from other health professionals and service managers. Yet fundamentally, the patient’s experience and their quality of life is the most important thing. There’s been a gradual realisation of this in the last decade and there is now a growing emphasis on improving patients’ experiences and quality of life.

What are the key challenges facing research at the School?
A small group of individuals in the School bring in external funding, and produce high quality research and publications that make a significant impact on health care or policy. The big challenge for the School is to greatly increase the number of staff contributing to research at this level and build the strong research culture and collaborations to support this development.

A selection of the School’s research activities

Professor Debra Bick
Midwifery and women’s health
The Perineal Assessment and Repair Longitudinal Study (PEARLS) is one of the largest clinical trials of birth related perineal trauma, with data from over 7,000 women. It is a cluster based, multi-centre trial investigating an intervention to enhance the assessment and repair of perineal trauma. Preliminary work highlighted that women are most concerned about infection of their perineal wound in the first week of giving birth, and that only 5 per cent of midwives were repairing perineal trauma using evidence-based suturing techniques.

Dr Susan Murray
Global health – research on maternal health and wellbeing
Longitudinal qualitative research is providing a detailed picture of the relationship between health crises, health financing mechanisms, gender, poverty and insecurity in poor communities of Africa. A five year follow-up of women, after severe obstetric complications, examined the social aftermath of these traumatic and costly events. The study in Burkina Faso is part of a mixed methods collaboration with the London School of Hygiene and Tropical Medicine and AFRICSanté and is funded by the Economic and Social Research Council (ESRC) and Hewlett Foundation.

Professor Sarah Cowley
Health visiting
A study on the variation in how health visiting services are provided across the country and distributed in relation to health inequalities led to the development of a funding model and proposed ratio of health visitors to pre-school children (caseload size). This work has informed the current government’s policy on expanding the health visiting workforce, set out in its Health Visitor Implementation Plan 2011-2015. The School has worked with NHS London to develop a new ‘fast track’ approach to health visitor education to increase the workforce. This has since led to the development of a workstream within the NNru that focuses on the work of health visitors.
How are we meeting the challenges?
Our strategy is to develop a critical mass of experienced researchers in three key programme areas that reflect the wider healthcare research agendas, locally, nationally and internationally. These areas relate to i) patient and carer experience, ii) healthcare workforce, organisation and service delivery and iii) health and well-being. We will be working with colleagues to identify suitable funding sources, advise on grant applications and research publications. We will also work with our NHS partners to develop clinical academic careers, so that nurses and midwives can work jointly between the academic and clinical environments.

A benchmark for success
In three years, I would like to see at least 40 per cent of staff applying for grants, publishing high quality research and providing evidence of their research’s impact. We have set ambitious targets because getting this right in the first three years should set the foundations for exponential growth in subsequent years.

Professor Jill Maben
Workforce - changing hospital environments
The NNRU is researching the move from Nightingale style wards to 100 per cent in-patient single rooms at the Pembury Hospital, Kent. Jill’s team is examining how the move will change the way nurses work, giving a ‘before and after’ perspective on the working lives of staff and the care they deliver. The effect on patients’ experiences is also explored. Staff are excited by the move to the new hospital, and see many advantages. However, they also have concerns, such as the visibility of patients and locating their colleagues in the single rooms, although a new communication system is designed to help with this.

Professor Glenn Robert
Improving Patient Experiences
Working with King’s Fund colleagues, Glenn’s team has collected patients’ and carers’ stories of their experiences, conducted the first national survey of training of NHS staff in relation to patient experience, and undertaken case studies of how NHS organisations currently measure and improve patient experiences. The findings have been used to inform national policy recommendations on patients’ experience across the NHS in England, and to shape discussions between the Department of Health, the Care Quality Commission, and National Institute for Health and Clinical Excellence (NICE).

Professor Angus Forbes
Diabetes mellitus
Recent clinical-academic collaborations in diabetes research include: a service evaluation and redesign of King’s College Hospital NHS Foundation Trust’s intensive insulin service; an intervention to prevent gestational diabetes for women; an evaluation of the pre-conception diabetes clinic; and a study exploring the relationship between cognitive impairment and eye disease in diabetes. The findings have informed e-learning education initiatives through the South London Health Innovation and Education Cluster (HI EC).
The School has strong relationships with a large number of renowned educational and healthcare organisations around the world. These partnerships mean we can offer students the opportunity to study abroad and experience clinical work in other countries. These international electives or exchange opportunities are designed to expand a student’s awareness of global health and nursing trends, and enhance their professional development. We also regularly welcome academics and students from overseas institutions to the School.

**Electives programme**

The School offers pre-registration nursing and midwifery students the opportunity to study abroad and experience clinical work in diverse international and national settings.

In Spring 2011, over 60 of our second year BSc and third year DipHE nursing students undertook four week international and national electives. International destinations included Spain, Nepal, Tanzania, Ghana and Singapore. Other students undertook placements in the UK, many in specialist wards and clinical settings that they might not have otherwise had the chance to experience.

The electives opportunities are designed to expand a student’s awareness of global health and nursing trends, and enhance their professional development.

In June 2011, the School hosted its inaugural National and Global Health Electives Showcase. This event gave the opportunity for students to present their elective experiences to academic staff, clinical placement colleagues and their peers. It was also a chance to thank our placement providers for their continuing support.
“Undertaking my elective in Nepal was an unforgettable experience. Working in a healthcare system with such limited resources allows you to develop your clinical judgement, without the luxury of modern equipment which we take for granted in the western world. Working in the emergency department at the governmental hospital really gave me an insight into the health concerns facing Nepal and how they compared to the UK. For me, the highlight of the elective was bonding with the other nurses. I learnt that while there were differences between my colleagues and I, the core values of nursing were the same. I would definitely recommend undertaking an elective; it was a life changing experience that will shape the nurse I become.”

Hannah Thomas  
BSc Children’s Nursing  
Elective: Freeman Children’s Heart Unit, Newcastle Upon Tyne  
‘The elective placement is a fantastic opportunity to gain experience that you may not otherwise get in your host clinical placement hospital. For this reason, I went to the Freeman Children’s Heart Unit in Newcastle. This unit provided me with the chance to obtain a more in depth understanding of complex cardiac care and conditions in a specialised setting and my learning was promoted through visits to intensive care and theatre to see surgery. I strongly recommend taking the elective placement, as it is both highly beneficial to your learning and provides some great memories.’

Ben Cawse  
BSc Adult Nursing  
Elective: Pokhara, Nepal  
‘Undertaking my elective in Nepal was an unforgettable experience. Working in a healthcare system with such limited resources allows you to develop your clinical judgement, without the luxury of modern equipment which we take for granted in the western world. Working in the emergency department at the governmental hospital really gave me an insight into the health concerns facing Nepal and how they compared to the UK. For me, the highlight of the elective was bonding with the other nurses. I learnt that while there were differences between my colleagues and I, the core values of nursing were the same. I would definitely recommend undertaking an elective; it was a life changing experience that will shape the nurse I become.’

Michelle Moorst  
BSc Adult Nursing  
Elective: Arusha, Tanzania  
‘I spent three weeks in Mount Meru hospital, and one week in Engaruka Masai village. Some of the common diseases were HIV, malaria, pneumonia and tuberculosis. It was a great challenge for me to work in such a resource-limited environment. I have learnt a great deal about tropical and infectious diseases, and to be more adaptable and resourceful. The week in the village has taught me about the roles of traditional medicine alongside western medicine. The opportunity of discussing female genital mutilation with a group of Masai women opened my eyes about the controversial issue, and the role of health promotion in this area. In short, the experience has taught me to appreciate the free (at point of service) healthcare provided by the NHS.’

Victoria Templeman  
BSc Adult Nursing  
Elective: Ghana  
‘The elective offered me the chance to appreciate nursing in a developing country, where there is not always access to the resources that we often take for granted. Working amongst a culture so different from my own has given me an insight into their beliefs and broadened my cultural awareness. As a student studying at the Florence Nightingale School of Nursing and Midwifery, the locals had great expectations of me, which did pose some difficult challenges. However, I had some great experiences, especially at the village school. The students there were so keen to learn and I hope to return in the future to teach nursing.’
‘Academically, I am used to being assessed with a single exam or essay at the end of each module. In the States, it is more common to be tested throughout the module with short quizzes and essays, and grades are awarded based on attendance and class participation, as well as test/essay results. The lecture/placement mix is also quite different at Penn and most other US universities. Rather than having 6-8 week blocks of lectures and placements, as we do in the UK, students are on placements and receive lectures throughout the year. My week consisted of classes on Monday and Wednesday, and clinical shifts on Tuesdays and Thursdays. I could appreciate the advantages of this set up; it was beneficial to have the opportunity to apply knowledge or skills in a clinical environment that I had learnt the day before in class. However, I found it took longer than usual to integrate into the clinical team, and I put this down to only working two short shifts per week, rather than the full 37.5 hours we do in the UK.

For my clinical placement, I was based on a renal and liver transplant unit at the Hospital of the University of Pennsylvania (HUP). Clinically speaking, I found that the role of the nurse in the US differs a lot from nursing in the UK. Patient assessment by nurses was similar to a ‘medical model’ of assessment, in that it focused on systems, compared to an emphasis on a patient’s ability to lead their normal life (Activities of Daily Living) in patient assessment by UK nurses. This difference was a great opportunity for me to learn many new skills, and facilitated much discussion of the merits/drawbacks and similarities/differences in UK and US nursing.

Perhaps my most memorable experience was spending two days with PennSTAR, the University’s Helicopter Emergency Medical Service. It provides a transport service between medical centres for critical care patients, and “on-scene” services at the site of accidents and trauma-related incidents. Medical flight services in the US tend to be nurse-led, and the experience provided me with an idea for a potential future career!

As I approach qualification and reflect on my experience abroad, I realise that my nursing skills and values have been strengthened, and I have a better understanding of a very different healthcare system. I am incredibly grateful to King’s and Penn for organising and facilitating the exchange programme, and I cannot overstate the advantages of having an opportunity to study and practice abroad.’
International partners

We have established growing relationships with international partners around the world. During the past year, we have welcomed academic colleagues and students from University of Navarra, Spain, University of São Paulo, South America, University of Pennsylvania, USA, Hong Kong University and Second Military Medical University, Shanghai.

2nd Military Medical University update
Jing (Jane) Zhang and Daqiao (Judy) Zhu returned to the 2nd Military Medical University (SMMU), Shanghai in November 2010 after a successful year working with Professors Alison While and Ian Norman. Sun Fie, also from SMMU, arrived in December 2010 and is working with Professor While during 2011. The School was also delighted to welcome a senior delegation from SMMU on a visit in November 2010. They had a busy programme, which included a visit to Chelsea and Westminster Hospital NHS Foundation Trust.

China Guanghua Nurse Fund
The School hosted a visit in January 2011 from a delegation of senior staff from China. The visit formed part of ongoing discussions with the China Guanghua Nurse Fund on developing a number of shared initiatives between the School and institutions across China.

Danish researchers visit the School
Dr Jill Maben and Simon Walne, from the NNRU, and Dr Janet Anderson, Director of Risk Stream at King’s Patient Safety and Service Quality Research Centre (PSSQ), welcomed researchers from Aarhus University Hospital, Skejby, Denmark, to the School in March 2011.

University of Sao Paulo Visiting Postdoctoral Fellow
Dr Marina Peduzzi, Associate Professor at the Nursing School of the University of São Paulo (USP) in Brazil, completed a six month Postdoctoral Training Fellowship at the School. She worked closely with Professor Ian Norman and Samantha Coster to develop studies related to inter-professional education. The work with colleagues at USP reinforces the inter-institutional relationship between USP and King’s, with particular emphasis on the development of further joint research projects which involve the exchange of researchers and postgraduate students.

Internationalising Midwifery and Women’s Health
Professor Debra Bick hosted two international visitors to the School over the past year. Flora Maria Barbosa da Silva has spent six months at King’s on a fellowship funded by the Brazilian Ministry of Education. Ms da Silva is a midwife from São Paulo and is undertaking her PhD at the University of São Paulo. Dr Sharron Leung, from the Department of Nursing Studies, Faculty of Medicine, Hong Kong University (HKU), spent a month at the College on a King’s/HKU fellowship to visit key researchers, clinicians and policy makers whose work influences the maternal health agenda in the UK.

Japanese nursing delegation visit
The School was delighted to host a visit from academic colleagues from several universities in Japan in February 2011. The delegates comprised mental health and midwifery experts and each group visited partner NHS Trusts.
Thirty student ambassadors play an integral part in the smooth running of every selection day. Many of the ambassadors are current nursing and midwifery students, so can give a great insight into life and study at the School and with our partners.

King’s ambassadors on selection days

Camella Main  
BSc Midwifery Studies  
‘I love talking about midwifery and what an amazing profession it is and the selection days give me the perfect opportunity to do this. At the selection days, I feel that I can really empathise with the applicants because I have recently gone through the selection process. I often find that the prospective students feel more comfortable speaking to me as one of their peers and I hope this makes them feel at ease on what can be a very daunting occasion.’

Peter Okello  
BSc Adult Nursing  
‘I became a student ambassador because of the positive experience and support I received from the student ambassadors I met on my open day and first day at King’s. I felt I wanted to give back to an institution that means a great deal to me. As a male student nurse, I enjoy showing prospective male students that nursing is not a job for only women. I love nursing and enjoy talking to selected students about what is in store for them once they start their course - placements, exams, course structure and student life – and I feel that my presence on a selection day helps selected students feel confident about themselves.’

Rachael Frost  
DipHE Adult Nursing  
‘I remember how nervous I was on my selection day and it’s nice to have someone who understands what you’re going through and how you are feeling. We get to offer our knowledge and experiences with people about how much we’ve enjoyed being students at King’s and I feel our relaxed approach makes people feel more at ease around us and more relaxed about asking us questions.’

Bashira Nakaweesi  
DipHE Adult Nursing  
‘Selection days are a fun and friendly way to meet prospective students and get to know them whilst influencing them and helping them make a big decision. They are interactive and always provide a chance for a good chat with new people and also a chance to inform them of all they could miss out on if they don’t come to King’s’.
King’s staff and academic leaders on the selection of applicants

Jennifer Geary
Admissions Manager
I’m responsible for the administration of all aspects of both pre-registration undergraduate and postgraduate admissions for Nursing and Midwifery programmes. We ensure that all applications are dealt with quickly and accurately so that the best applicants are recruited to our programmes.

We oversee registration and collection of documents from applicants with the marketing team. We check identification documents to ensure that they are eligible for Department of Health funding, and supervise marking of completed numeracy tests. Once this is complete, we assign applicants to groups for the discussion and interview part of the day. We also arrange for academic and NHS staff to interview and lead group discussions.

For applicants, the selection day gives them a good idea of what their selected course entails, what studying at King’s will be like, and the role of a nursing or midwifery student.

Dr Allan Hicks
Deputy Programme Lead for the Pre-registration BSc Nursing Studies and Lead for Nursing Admissions
I am responsible for the academic oversight of students applying to study on the three year BSc for all branches of nursing. In partnership with the admissions and marketing teams, I coordinate the selection days and am responsible for the presentation of the course overview and answering any questions. Prior to the selection days, I am involved in the process of screening applicants to make sure that those attending the days have an opportunity to progress in the selection process.

Selections days are an opportunity for our NHS partners and the School to make sure that we select high quality applicants who have the potential to be the future leaders of our profession and who are dedicated to high quality patient care. We are very aware that selection is a three way process, with the applicants and our NHS partners, as well as the School, having important parts to play in the process.

For me, the best part of the selection day is meeting our prospective students and those who will be supporting them with their study. Speaking to them makes me aware of the commitment of our applicants to becoming high quality nurses.

Anne Lincoln
Lecturer in Midwifery and Women’s Health and Lead for Midwifery Admissions
As midwifery admissions tutor for the three year BSc programme, I work closely with the School Admissions Team to agree selection criteria, review applications forms, organise selection days, mark the candidates’ tests and collate all the information from interviews.

I share responsibility for providing programme, module and placement information to prospective students on our selection days, and I am a point of contact for some of the queries from applicants and guests.

Selection days act primarily as a means of assessing our prospective students more closely than would be possible by simply reviewing their applications alone. We must select individuals for midwifery training who have a genuine interest in the profession, are bright and will support the ideals and philosophy of both the NHS and King’s. For our NHS colleagues, this is an opportunity to become involved in selecting candidates who will join the profession. These will be future colleagues, and it is important for Trust staff to feel able and welcome to participate in their selection.
In February 2010, the School became the only Russell Group university in London to offer a two year Postgraduate Diploma in Nursing (PG Dip), forming part of the School’s pre-registration education programme.

The PG Dip offers graduates with relevant undergraduate degrees and healthcare related experience the chance to study at postgraduate level. The first cohort started at the School in September 2010.

The PG Dip qualification comprises two-thirds of a master’s qualification. On completion of a PG Dip with registration, students can complete their full master’s in Nursing immediately or at a later date. The PG Dip replaced the School’s current two year undergraduate Diploma in Higher Education (DipHE) for graduates. On successful completion of the PG Dip, graduates will become registered with the NMC, a professional qualification recognised across the world.

The PG Dip was developed in response to the need to ensure that the nursing workforce is in step with the changing skills set required for nursing in the 21st century. More than ever before, nurses need an enhanced ability to use research and evidence in clinical practice. There is increasing opportunity for nurses to have clinical academic careers. Study at postgraduate level is good preparation for this. Another important driver to development of the PG Dip programme was feedback from students of a shortened programme for graduates that we had offered previously. Students on that programme studied at undergraduate level and these high calibre students clearly aspired to a higher level of achievement and persistently wanted to attain a greater level of knowledge. The PG Dip has been developed with this in mind. There is also an opportunity, at the end of the two-year PG Dip programme, for students to complete the master’s qualification by undertaking further full or part-time study.

In September 2010, 184 students enrolled on the PG Dip across the three pathways (adult, children’s and mental health nursing). The students came with a wide variety of first degrees including music, psychology, history and biological sciences. While some came immediately following completion of their first degree, others came from a variety of careers. One of the really positive things about the programme is that applicants are able to use Accreditation of Prior and Experiential Learning (APEL), as well as their life experiences and practical skills related to healthcare. APEL enables students to complete this ‘shortened’ programme in two, rather than three, years. The student group embraces a wide age range and 10 per cent of the students are men.

A challenge has been getting to know the students on the programme and their specific needs, which are often different from undergraduate students. They have come with high expectations of King’s, of the PG Dip and of nursing as a profession. Much of my role involves exploring these expectations and seeing where we can meet them or, where necessary, help the students to adjust them. Although the PG Dip was developed in collaboration with colleagues from our partner NHS Trusts, a not insignificant challenge has been to ensure that clinical placement mentors have been well prepared. This has included the preparation of personal mentors, who oversee the professional development of the students throughout the two years, a role introduced specifically for students undertaking the PG Dip programme.

‘The PG Dip course contributes to developing a world class nursing workforce and enables more early career nurses to go on to gain a master’s in nursing which will not only benefit patient care but also provide a firm foundation for those seeking a clinical academic career in nursing. Encouraging more graduates into nursing also supports the NMC’s forward, progressive view of the profession.’

Professor Alison While, Associate Dean (Education & External Affairs), Florence Nightingale School of Nursing & Midwifery

Dr Jaqualyn Moore, Programme Leader, discusses the background to the development of the PG Dip.
Sophie Hewitson 23
PG Dip, Adult branch
"I've been doing the PG Dip for a year now and I'm really enjoying it. I've met amazing people and am learning a really unique set of skills. I'm really proud of being a nursing student, so I definitely recommend the PG Dip. I think it's great that people who've already done a degree get to train in a way which really uses their existing academic skills."

Holly Penalver 24
PG Dip, Child branch
"I first studied psychology at university, and though I didn’t have as much health care experience as some of the others on my course, I demonstrated a huge eagerness to learn. King’s has got a great reputation, and the teaching is fantastic. Also, the PG Dip isn’t offered everywhere. In some universities, they still only do the degree programme, so King’s is a very up-to-date university. Plus you can also convert your PG Dip into an MSc if you want to, which is a great bonus."

Daniel Cullen 27
PG Dip, Mental health branch
"Studying at King’s is a self-fulfilling prophecy of success. From day one on placement, you will hear other mental health professionals (potential employers) saying, ‘So, you’re from King’s? That’s impressive. You must be very good then’. Employers recognise the School’s reputation for success, and incidentally, why students from the School have 100% employability rate, post-registration."
The School is highly regarded by leading London NHS Trusts and independent healthcare providers. Our unique relationships and strong record of success in collaborative working with key healthcare providers mean that we are able to offer our students unrivalled learning opportunities – equipping them with exemplary care and clinical skills, first rate professionalism and self confidence.

While studying at the School, pre-registration nursing and midwifery students gain practical experience in a variety of clinical settings. Clinical placements provide the opportunity to employ an evidence-based approach and work with patients and their families from a broad range of cultural and ethnic backgrounds. In addition, many Trusts commission post-qualification education with us to enhance the skills and knowledge of their nurses and clinical staff, and assist them in their continuing professional development.

We are also adding to our portfolio of independent healthcare organisations that provide clinical placements to enhance the clinical placement experiences of students. Students report excellent placement experiences and develop a broad understanding of a variety of healthcare provision in a changing health environment.

Find out more about the recent partnerships the School has established, and about the work of the School’s Business Fellow Louise Clark, Account Manager Dr Tina Day, and Contracts Manager Margaret Nicholls on page 24.
Royal Hospital Chelsea

The Royal Hospital Chelsea has a long and illustrious history. It was founded by King Charles II, who issued a Royal Warrant authorising the building of the Hospital on 22 December 1681, to provide care for old or injured soldiers. Sir Christopher Wren was commissioned to design and erect the building which was completed in 1692. The first ‘in-pensioners’ were admitted in February 1692. The Royal Hospital Chelsea is home to the Chelsea Pensioners and the Hospital’s mission continues to be to provide a fitting home and community for over 300 ageing or infirm veteran soldiers. It is recognised within the care sector and beyond as a centre of excellence, providing the highest possible standard of accommodation and care home facilities.

In this recently founded collaboration, the Royal Hospital Chelsea hosts nursing placements in its new Margaret Thatcher Infirmary, opened by the Prince of Wales.

Capio Nightingale Hospital

Capio Nightingale Hospital is the leading independent mental health hospital in central London, providing specialist individually tailored treatments and therapies for all mental health and emotional issues through inpatient, day care and outpatient services to both NHS and private patients. The hospital provides a holistic approach to mental health which enables issues to be identified and resolved successfully. Their multi-disciplinary expert team treat issues including drug and alcohol addiction, technology addiction, eating disorders, trauma, bipolar and depression in both adults and adolescents.

The origins of the Hospital’s name date back to Florence Nightingale and was amalgamated when the Capio Group purchased it in 1999.

In this recently founded collaboration, Capio Nightingale hosts eight mental health nursing student placements at any one time to enhance the overall pre-registration experience.

Royal Brompton & Harefield NHS Foundation Trust

Royal Brompton & Harefield NHS Foundation Trust is the largest specialist heart and lung centre in the UK, and among the largest in Europe. It operates from two sites, Royal Brompton Hospital in Chelsea, West London, and Harefield Hospital near Uxbridge.

As a specialist trust, it only provides treatment for people with heart and lung diseases. This means that doctors, nurses and other healthcare staff are experts in their chosen field. Many move to the Trust from throughout the UK, Europe and beyond, so they can develop their particular skills even further.

The Trust serves more than 90,000 outpatients and 26,000 inpatients each year. On an annual basis, their staff perform over: 3,000 angiograms/cardiac catheterisations; 1,800 thoracic surgery operations; 2,400 coronary angioplasties; 2,000 treatments for respiratory failure; and 1,200 heart bypass operations.

In this recently founded collaboration, Royal Brompton & Harefield NHS Foundation Trust will host four child nursing student placements and twelve adult nursing student placements.
Louise L Clark  
**Business Fellow**

I have been in the role of Business Fellow since 2006, and we are the only School at King’s to have its own dedicated Business Fellow. I also teach and am an Account Manager, alongside completing my PhD.

The role of Business Fellow is a flexible role, from identification of new business opportunities, including those in the private and independent sectors, and negotiating new placement opportunities for students, to the provision of bespoke work, such as study days and projects.

I love this role, mainly because it’s so people focused. I get the opportunity to meet interesting people from all specialities of nursing. The most satisfying part of my role is having a project idea accepted and working with colleagues and clients to deliver it. Sadly, we are seeing spending cuts in both the NHS and independent sector which will obviously have an impact of both new and existing business. We must therefore think even more creatively in developing our education provision to meet the changing needs of our clients, and how best to maintain and develop our partnerships.

Margaret Nicholls  
**Contracts Manager**

I manage the Department of Health funding for pre-registration training of nurses and midwives, and also for Continuing Professional and Personal Development (CPPD) education for qualified healthcare professionals. I have responsibility for reporting to NHS London on the numbers of students studying within the School each month, and also keeping our NHS Trust partners informed about their staff enrolled on our courses. Each Trust has a budget for CPPD and I maintain the accounts for each Trust throughout the year, to keep track of their use of the funding.

A typical day will involve work with spreadsheets - for student numbers and details of courses accessed and funding used. I am also involved with compiling detailed commissions from Trusts for education and training in the next year, and reporting current and predicted student numbers for internal School and College accounts. I also report to Trusts on course results for their staff after each term’s exam board.

The most interesting aspect of my job is the link that I provide between Trusts and the School, facilitating communication on education requirements and provision, and enabling good use of public funding for healthcare staff development.

Dr Tina Day  
**Account Manager**

Each of our placement providers has a King’s account manager and I am an Account Manager for Chelsea and Westminster Hospital NHS Foundation Trust and The Royal Brompton & Harefield NHS Foundation Trust.

There are several aspects to my role - managing the pre-registration and post-qualification contracts, leading a team of link lecturers, liaising closely with educational leads in the Trusts, and holding Key Account meetings.

A general day for me might be to visit one of my Trusts and meet with the Lead Nurse for Education. We will discuss any placement or student problems, and I feed back any issues from King’s. We’ll review the educational contract and identify how any under spend will be managed. I’ll also meet up with the link lecturers and visit each clinical area to meet the students and review their progress and talk to their mentor. Part of my role also involves speaking with qualified staff and giving educational advice.

I have developed close working relationships with the educational leads of both Trusts and I also enjoy speaking to the staff and ward managers, who have been very impressed with our students. The support everybody has given to our students has been thoroughly appreciated and, as a consequence, more students have requested placements there.