

Faculty of Health and Social Care Sciences
KINGSTON UNIVERSITY • ST GEORGES, UNIVERSITY OF LONDON

Nursing



Kingston University London



Kingston University London



Contents

0	Contents
1	Welcome
2	Reasons to study nursing
3	Skills and qualities you will need
4	Registered nursing programmes
5	Pathways and qualifications
6	Programme content
7	Entry requirements
8-11	Adult nursing
12-15	Children's nursing
16-19	Learning Disability nursing
20-23	Mental Health nursing
24	Postgraduate nursing programmes
25	Frequently asked questions
26-27	Campuses and placements
29	How to apply

Welcome

A qualification in nursing is a passport to an exciting and challenging career.



Today's NHS is going through a period of unprecedented change providing new opportunities for dynamic and ambitious people to influence the delivery of healthcare. Nurses are developing new skills and taking on more responsibility. There are more nurse-led specialist services and nurses are playing an active and independent role in the management of people's health and wellbeing, both in hospital and the community.

Nurses need good communication and interpersonal skills. They also need the ability and willingness to reflect upon and assess the effectiveness of their practice and to tailor their nursing care to the particular needs of individuals and their families. Above all, nurses must ensure that their practice respects and safeguards the privacy, dignity and emotional wellbeing of the individual.

The profession makes great intellectual and personal demands but is one of the most fulfilling career choices you can make.

It takes a special kind of person to be a nurse and in return there are many rewards.

We hope you will consider starting your nursing career at Kingston University and St George's, University of London and that this brochure will answer some of your questions about nursing today.

Nursing

Why study at Kingston University and St George's, University of London

Opening doors

With a degree in nursing you will be eligible to register with the Nursing & Midwifery Council, which will allow you to practise in the UK.

Study and practice

You will benefit throughout your studies from our innovative skilled teachers working in laboratories which offer you all the facilities and equipment required for practical sessions.

In the classroom and beyond

We offer you an array of excellent clinical education placements for practical and theoretical learning in hospital, primary care and community settings. The Faculty of Health and Social Care Sciences works in partnership with a wide range of nationally and internationally renowned care providers to offer a unique clinical experience to our students.

Sharing what we know

Study in a supportive, friendly environment and exchange ideas with people in both academic and practice settings.

Help financing your course

Depending on the route you are taking within the programmes, your job circumstances and eligibility, you might be able to receive a bursary, student loan or grant.

Strength through partnership

Our nursing courses are delivered through the partnership between Kingston University and St George's, University of London. You will benefit from the resources, expertise and support of two leading health and social care education providers in the UK.

Your career for tomorrow - today

New roles such as nurse practitioner and nurse consultant demand more advanced clinical and academic skills and provide further career development opportunities with salaries in the region of £60,000. You can develop your career further with our continuing personal and professional development and postgraduate courses and modules.

Management is key

Professional nurses today have management and leadership responsibilities and make a real contribution to changing the way services are organised and delivered.

Vibrant location

Take advantage of the many sports, leisure and learning facilities available to you – the Learning Resource Centre in Kingston, a comprehensive medical library at St George's, University of London, as well as student bars, cafés and student gyms at both universities.



Skills and qualities you will need

- **An interest in working in a healthcare setting**
You must have a desire to help people and make a difference to their lives.
- **A desire for an unusual and rewarding, life-long career**
If you are willing to work hard and be open for new experiences, then working in nursing will give you a unique and diverse career.
- **Excellent communication and interpersonal skills**
You need to treat people as individuals and respect their diversity.
- **A good standard of education**
You need to have strong numeracy and literacy skills to meet the academic demands of the course. You must have an ability to reflect on and learn from your studies and your practical experiences.

A career for life

Nursing offers a professional qualification with excellent prospects for career and continuing professional development. Nurses today can pursue advanced clinical qualifications and work in specialist, nurse-led services. Opportunities you can pursue after qualifying could include:

- The NHS
- Independent sector nursing
- Industry, sport and leisure services
- Voluntary organisations
- Working abroad

What our students say

"Having recently graduated in nursing at the Faculty of Health and Social Care Sciences, I want to briefly share what student life was like for me over the three years. Making the decision to go into full-time education was the hard part and getting in was a dream come true against all the odds as I had no formal qualifications. The Faculty gave me the opportunity to fulfil my lifelong ambition and supported me throughout.

I found the course very challenging and intense and it took a lot of determination, self-discipline and self-motivation to carry on. Completing my training, however, would not have been possible without the fantastic support I received from family and friends, academic staff, peers and colleagues. I accessed support whenever I needed it. Seventy-five percent of the lecturers within the Faculty will probably testify to this, as I generally made use of whoever was available!

The student population is a vibrant and diverse cultural mix. Kingston is a fantastic place to study, meet new people and make lifelong friends. Kingston University and St George's, University of London offer something for everyone, whatever your interests. I thoroughly enjoyed my time at the Faculty and felt privileged to have had the opportunity to study there.

My advice is to be open and honest about your needs and make use of the support available. Believe in yourself and follow your dreams and ambitions. Grasp every opportunity, treat each one with equal appreciation and enjoy yourself; I did. Whatever you choose to do, choose wisely as life is not a matter of chance, but a matter of choice.

The academic staff helped me believe in my abilities and realise my ambition. I would like to take this opportunity to extend my gratitude and appreciation to all the staff in the Faculty who contributed (directly or indirectly) to my personal and professional growth and development. I will be perpetually grateful to you all."

Rose McGuire, recent graduate



Registered nursing programmes

We offer a range of options for your first steps into your new career. Depending on your level of experience and qualifications you will be able to study our programme at different levels. You can opt to study one of four pathways, to become either an Adult, Children's, Learning Disability or Mental Health nurse.

Regardless of your level and mode of study, the programme will be challenging and varied. Here are a few aspects of the day-to-day study experience that will be of interest to you:

Course content

The course comprises 50% clinical learning and 50% academic learning. You will cover a wide range of subjects central to the theory and practice of nursing. These include professional issues, applied social sciences (eg sociology and psychology), applied biological sciences (eg physiology and microbiology), health promotion and teaching, communication, IT and research skills.

All degree students write a research dissertation in the third year.

Clinical skills

You will develop your practical skills in our well-equipped clinical laboratories. You will also take part in simulated learning events with medical students and paramedic students in areas such as trauma and emergency care and mental health nursing, with real people taking the role of service users.

Practice placements

Practice placements enable you to gain hands on experience of working with real service users under supervision and provide opportunities for multidisciplinary working with colleagues from other health professions and social care services. Placements are offered at a number of leading, specialist clinical sites.

Learning methods

Our blended learning approach combines lectures, seminar presentations by students and practical experience. We use e-learning materials to support theory and practice and our web-based learning management system provides access to a host of information and materials to assist with your studies.

Assessment

Assessment methods include essays, examinations, placements and presentations. All modules are individually assessed to provide you with continuous feedback on your progress and to enable you to move on to the next phase of the programme.



Pathways and qualifications

Nursing education is changing. The Department of Health has decided that from 2013 all new nurses in England must be educated to degree level. This is to ensure that all nurses can meet the increasingly complex needs of service users more safely and effectively.

Our School of Nursing is adapting the pathways accordingly, and from the 2011 autumn onwards, all students starting their studies with us will need to enter at degree level.

Applicants with an existing health or science related degree will be able to enter their studies at postgraduate diploma level (PgDip). The course structure is similar to the three year BSc programme except your induction programme is reduced to allow you to enter into your chosen branch in the first year of the PgDip. There is likely to be an opportunity to top-up to masters level once you have qualified.

Below you will find a short explanation of the pathways and what qualifications you need to be accepted onto the programme of your choice.

The pathways

Page

Adult Nursing BSc(Hons) Adult Nursing/Registered Nurse (three years full-time) PgDip Adult Nursing for Graduates/Registered Nurse (two years full-time)	8-11
Children's Nursing BSc(Hons) Children's Nursing/Registered Nurse (three years full-time) PgDip Children's Nursing for Graduates/Registered Nurse (two years full-time)	12-15
Learning Disability Nursing BSc(Hons) Learning Disability Nursing/Registered Nurse (three years full-time) PgDip Learning Disability Nursing for Graduates/Registered Nurse (two years full-time)	16-19
Mental Health Nursing BSc(Hons) Mental Health Nursing/Registered Nurse (three years full-time) PgDip Mental Health Nursing for Graduates/Registered Nurse (two years full-time)	20-23

Programme content

Our brand-new curriculum incorporates the most up-to-date knowledge you will need to excel in the changing world of healthcare. You will learn a wide range of nursing skills that will enable you to treat the whole person holistically. This breadth of knowledge ensures that you can help individuals to achieve optimum health by healing the mind as well as the body. It also recognises that today's nurse must also address a complexity of conditions.

Throughout the course you will develop a portfolio of skills that will enable you to work as a nurse in a range of health and social care settings including hospitals, clinics and in the community. Our supportive learning environment ensures you are prepared for the realities of nursing in the frontline where practitioners increasingly take on leadership and management roles.

BSc(Hons) Nursing/Registered Nurse

Year 1

- Establishing and Maintaining Relationships; Therapeutic Communication for Nursing (IFP).
- Foundations of Nursing (field specific).
- Science for Nursing.
- Nursing in Context (field specific).
- Scope of Nursing Practice.
- Health and Society.

Year 2

- Needs Assessment in Nursing (field specific).
- Clinical Reasoning and Decision Making in Nursing.
- Therapeutic Pharmacology for Nursing (field specific).
- Applying Clinical Reasoning and Decision Making in Nursing (field specific).
- Implementation and Evaluation of Nursing Care (field specific).

Year 3

- Leadership, Management and Team Working.
- Health Improvement in Nursing (field specific).
- Complexities of Nursing (field specific).
- Complexities of Service Provision (field specific).
- Personal and Professional Development of the Nurse (field specific).
- Developing Nursing Practice Through Research and Innovation.

PgDip Nursing for Graduates/Registered Nurse

Year 1

- Developing Knowledge and Skills for Nursing.
- Therapeutic Pharmacology for Nursing (field specific).
- Applying Clinical Reasoning and Decision Making in Nursing (field specific).
- Implementation and Evaluation of Nursing Care (field specific).
- Evidence for Effective Nursing.

Year 2

- Leadership, Management and Team Working.
- Health Improvement in Nursing (field specific).
- Complexities of Nursing (field specific).
- Complexities of Service Provision (field specific).
- Personal and Professional Development of the Nurse.
- Developing Nursing Practice Through Research and Innovation.

NB This course is subject to validation and module titles may change. For the latest updates visit www.kingston.ac.uk

Entry requirements

Entry requirements BSc(Hons) Nursing programme

You need:

- A minimum of 240 UCAS points to include a minimum of 200 points from three A-level awards (or equivalent). A science or health-related subject is preferred. General Studies will not normally be accepted as a qualifying subject. Key Skills may not normally be included within the overall tariff requirement.
- Or BTEC National Diploma in Science or Health Studies grade Merit Merit Merit.
- Or NVQ Level 3 qualifications may be considered, however, an Access Diploma is preferable for mature candidates.
- All students with A-level, BTEC or NVQ 3 qualifications must also have: GCSE (A-C); five subjects including English Language, Mathematics and a science. Key skills Level 2 Literacy and Numeracy will be considered as equivalent level qualifications to GCSE English Language and Mathematics grade C.
- Or Access Diploma with 45 Level 3 credits and 15 Level 2 credits: a minimum of 21 of the Level 3 credits must be at Merit level where graded (2009 Access Diplomas onwards).
- Equivalent overseas qualifications will also be considered.

Entry requirements PgDip Nursing programme

You need:

- A health or science-related degree at 2.2 or above.
- Plus GCSE (A-C); five subjects including English Language, Mathematics and a science. Key skills Level 2 Literacy and Numeracy will be considered as equivalent level qualifications to GCSE English Language and Mathematics grade C.

For all pathways you should possess these qualities:

- You should have a good standard of education, be literate and numerate.
- You should have excellent communication and interpersonal skills.
- You should have an interest in the nursing profession and ideally some experience in working or volunteering in your chosen pathway.



Adult nursing

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“I do hope that you consider choosing Kingston University and St George's, University of London for your Nursing studies. Our course is delivered by experienced, enthusiastic and supportive staff who will encourage you to develop your skills to become a first class Adult nurse. This course is an excellent springboard for your future nursing career; I have never regretted becoming a nurse and it has been a privilege to care for people during the highs and lows of their lives.”

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Maggie Davenport, Adult pathway leader

Adult nurses work with people over the age of eighteen. Many service users are older and need support to help them live independently with multiple long term conditions. However, there are also challenging new roles in specialist areas such as neurology, infectious diseases and sexual health that provide exciting opportunities for you to develop your skills.

Developments in community-based services also offer opportunities for you to learn new skills and practise with greater autonomy and independence. For example, the growth of self-management for service users with long term conditions and avoidance of unnecessary hospital admissions is being led by Adult nurses with specialist skills.

Practice placements

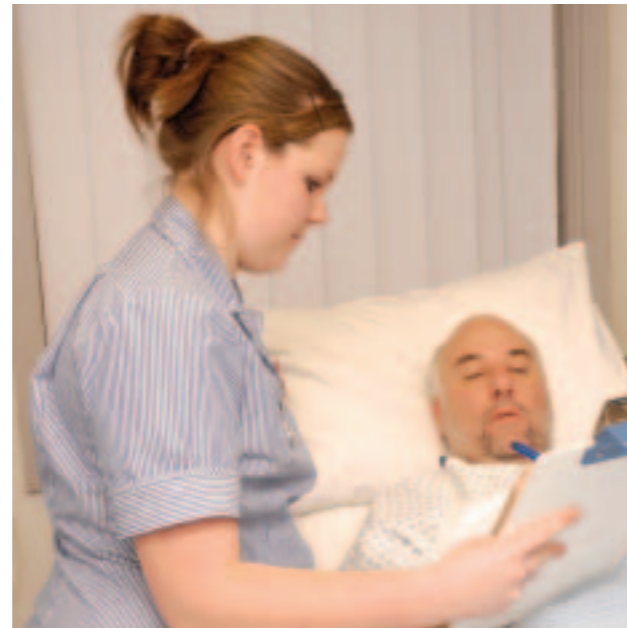
Adult placements provide an insight into some of the different types of nursing care. Placements reflect the greater emphasis on primary care in modern nursing and may include caring for people in their own homes or working alongside a practice nurse in a GP surgery, as well as hospital based placements in ward areas and day surgeries. You will spend half your time at university and the other half on placement.

Career pathways

Adult nurse training is a great choice which will start you on the road to an exciting and varied career.

There is a wide range of career opportunities for Adult nurses in the NHS. Adult nurses can apply for staff nurse rotation posts and gain experience in areas such as accident and emergency, oncology and cardiac care, and undertake further study to develop specialist skills. In the community, nurses are leading the way in developing specialist services to support the shift from hospital to community-based care.

There are also opportunities in the independent nursing sector, industry, sport and leisure services, and voluntary and healthcare services around the world.





Gemma Allen is 23 and recently graduated with a first class Honours degree. She now works at Epsom and St Helier University Hospitals NHS Trust as a full-time nurse.

Student profile

“I applied through Clearing to read biomedical science but early in my first year realised that, though I loved the atmosphere at the University, I wasn't really enjoying the subject, so I decided to switch again.

I knew of Kingston University already, because of the joint Faculty of Health and Social Care Sciences it runs with St George's, so it didn't really feel like a total move away. I knew I would be in a familiar environment and that some of my course modules would be taught at the St George's Tooting site.

For one of my placements I was sent to St Helier Hospital in Carshalton, Surrey, where I was working in the Accident and Emergency Department. It hit me almost immediately that this was what I wanted to do. The day goes so quickly and you never know what is going to come through those swing doors. I think it's the unpredictability that attracts me. You just never know what you are going to be faced with.

I feel very lucky to have been appointed to my new post and I think my previous experience in the department stood me in good stead because hospitals are rarely able to take newly-qualified nurses in A&E. I simply love my job, and with the skills I have there are so many countries I can work in. What more could I ask for?”

Sophie Wismer, 20, is in her second year of BSc(Hons) Adult Nursing and currently lives at home with her family. She has always known that she wanted to be a nurse, as her mother works in the same field, and she thinks that probably rubbed off on her.

Clinical placement diary

Tuesday 29 April - community placement

Got up about 7.00am and caught the bus to Tolworth Hospital where I sat in on the morning meeting between the community nurses, physios and OTs, and was allocated jobs for the day.

Community placements involve checking temperatures, measuring blood pressure and respiration rates, helping doctors with physical examinations, giving drugs, administering blood transfusions, injections and drips under the supervision of my mentor. There are also chances to use hi-tech medical equipment and you may be treating service users in their homes rather than in hospital.

I headed out for my first visit with my mentor. My mentor asked me to administer a sub-cutaneous anti-coagulant to the service user. I obtained the service user's consent, administered the injection and documented it in the notes.

I had lunch with another student nurse before going over to a ward with my mentor for a cannulation study session. We practiced the skill on a model arm, which was fun, and were given a certificate for our portfolios!

My mentor asked me to do some research on falls which I did using resources in the student study files and on the Trust's intranet.

I am really enjoying community nursing. It is nice to be able to visit service users in their own homes and care for them whilst they are in familiar surroundings. It also enables you to carry out a more comprehensive and holistic assessment, as you are able to see how they are coping in their home environment. People seem to rehabilitate faster at home, and you are able to provide more personal nursing care without the distractions you would normally have in the acute setting.

I finished for the day at 5.00pm and got the bus home for another driving lesson.

Wednesday 30 April - next day on community placement

Up at 7.00am today to catch the bus to the Hospital. I prepared for my 'formative' (halfway) placement assessment with my mentor by flicking through my practice book to make sure I had filled it all in.

I went to the care team office and had a lovely greeting from everyone. When you are on placement for a month you really begin to feel part of the team.

Today I attended the leg clinic in the morning at a nearby Practice. I observed what was happening and helped out where I could. Whenever I had questions about something, the nurse or service users were happy to answer them.

I got my book signed off by the district nurse and headed back to Tolworth Hospital and met my mentor for lunch. The food in the canteen is a good price, which is always a bonus for a student.

After lunch I headed back to the office and my mentor briefed me about a service user who had had a knee replacement operation and needed to have the clips removed. My mentor asked me if I felt confident enough to remove them under his supervision.

We drove to the service user's house. I introduced myself, explained what I was going to do, obtained the service user's consent and put on sterile gloves. With the help of my mentor I removed the knee dressing and observed the wound for any signs of infection or inflammation (redness, bleeding, leaking fluid). There was none, so my mentor opened the clip remover and showed me how to remove the clips. I told him that I felt confident to remove them and began to do so whilst chatting to the service user about her summer holiday to distract her from any pain. The procedure was soon over and the wound appeared well healed and healthy. We explained to the service user how she should care for her knee for the next few days, cleaned up and left.

I went back to the office with my mentor for my formative assessment. Everything went well and we discussed that I needed to carry out some service user assessments by the end of my placement in order to allow me to pass the proficiencies.

That was me finished for the day so I got on the bus and went home.



Children's nursing

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“The most satisfying thing is seeing a child get better and go home. However, when the prognosis is not good you have to be able to cope emotionally with children not getting better. I think it also helps to be a bit childlike yourself so you can help the children have some fun. You are there to care for them and educate them but they want to see a cheerful face and someone who can make them feel happy.”

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Student nurse



Children's nurses care for sick children and young people from birth to 18 years of age. You will work in close partnership with children's parents and carers, involving them in planning their child's care and treatment as well as educating them in the care of their child and supporting their emotional needs.

Health promotion is an integral component of the care provision. Whilst providing care and treatment for the child, you will need to recognise the impact of the altered health status and wellbeing of the child within their specific family and social environment.

You will learn about the illnesses and problems that can affect children, such as asthma, diabetes and eczema. You will study the physiology, psychology and normal emotional development of children and how illness can affect this development. Children's nurses also care for children who are critically ill as a result of birth defects, or traumas such as accidents and injuries, and they care for children who are dying.

Practice placements

Placements will include acute care on children's wards in hospitals as well as working in the community alongside health visitors and school nurses. Students may work with children in situations of complex needs such as intensive care, neonatal, accident and emergency and high dependency care. There are also placements where you might encounter children with special educational needs and mental health problems as well as children who are receiving palliative care.

Career pathways

Children's nurses work in hospitals, clinics, day centres and family homes. There are opportunities in dedicated children's or young teenagers' services in hospitals as well as specialist areas such as oncology, accident and emergency and intensive care. Children's nurses also provide general and specialist services in children's clinics in the community and can specialise in areas such as special educational needs and mental health, or palliative care in hospices for children with terminal illnesses.





Jodian Barrett recently graduated with a degree in Children's nursing and now works at St George's Hospital



Student profile

"I chose to pursue a career in children's nursing as I have a younger brother with Prader-Willi Syndrome - where he suffers from constant hunger no matter how much he eats - and severe eczema. He's been in hospital a lot and I liked the way the nurses interacted with my brother and with me. I also have a lot of younger siblings and cousins so I have had a lot of practice looking after and communicating with children when they are ill. At secondary school I achieved 10 GCSEs and then chose to do my AS and A-levels and whilst studying I got a part time job. I decided I wanted to continue straight to university to study children's nursing.

I have just finished my training and have found it utterly enjoyable. It's one of the best decisions I have made. I have been on quite a few placements over the three years, which I have found to be both mentally and physically demanding, but the feeling that you get when you help a child to get better is just so incredible. Added to this is the way that you start to pick up hospital terminologies quickly and you start to distinguish between the language used by the doctors and qualified nurses.

Looking back on the last three years, I would say that there have been a lot of good and a couple of not so good times but I reckon the good definitely outweighs the bad. I have made a large group of friends within the nursing school, and through living on campus I have made friends with some of the people studying business, media and law.

I want to help people to understand university life and nursing, as I really do believe that no matter which branch you choose to do - whether it's adult, mental health, children's or learning disability - nursing is an exciting and thoroughly interesting career path."



University diary

Monday 21 April

This morning I left the nursing halls of residence at 8.45am. It is only a three-minute walk from all the lectures so I had no excuse not to make it to the 9.00am lecture on time. The first lecture of the day was on the immune system. It was very informative and the lecturer got the class to participate in the teaching. Interactive lessons are good fun because everyone joins in and you get as much out of it as you put in.

I then had a two hour break so I went to the library to print out the slides for the next lecture, which was on nursing documentation.

In this lecture we were split into smaller groups so that we are all able to participate fully in discussions, again this is a good way of learning as you get to understand your group's views and understandings as well as express your own. Our lecture finished early so we were able to go home and relax.

Tuesday 13 May

Today we did nursing skills. I've been really looking forward to this. Skills are a really important part of the course as they help you understand practice and realise the importance of set procedures.

The first session, from 9:30am until 12:00pm, was on care of service users with a catheter. A catheter is a tube that can be inserted into a body cavity, duct or vessel, allowing drainage or injection of fluids or access by surgical instruments. In the first hour we learnt about the theory behind catheterisation and why it may be necessary. Following a 15-minute break we practised how to clean the areas around the catheter and how to inflate it.

We finished on time and were able to have an hour's lunch before going back for another two-hour session on hospital basic life support. I found this a really fun and exciting session as it helped us to practise and improve our general basic life support skills. We were also able to see some of the equipment used for life support within the hospital environment. After a full day of skills practice I went back home to relax and unwind and catch up on my notes from these skills sessions.

Clinical placement diary

Thursday 10 January – ward-based placement

I woke early at 5:55am as it takes me a while to wake up properly and to have some breakfast and a cup of tea. The placement is close and it only takes ten minutes to reach the hospital. I was still really nervous as it was only the third day on the ward and I was still getting used to the layout and the staff so I made sure that I was there with plenty of time to spare.

At 7.15am we had a handover from the night staff nurse and sister in charge and were allocated our service users for the day. I didn't really understand a lot of what she was saying but was starting to pick up key words that I had heard before. I was placed with a junior staff nurse who had been a student at Kingston University, who was great. She helped me to understand what some of the terms meant. We then went through what we would need to do with each of our service users and at what times. I was then able to follow the doctors on their ward round and watch the removal of a naso-gastric tube. After a morning of observations I was able to join the children in the playroom. I was allowed to leave at 5.00pm but it was a great day.

Thursday 30 May - community placement with health visitors

I quite liked this placement as it gave me the opportunity to work with a wider variety of healthcare professionals and I had a 9-5 workday, which is so different from the hospital ward setting.

I was introduced to the health visiting team in the early part of the morning, then was given a tour by one of the community nursery nurses and informed about Trust policies. I then went for a walk around my placement area and was taken on my first new birth visit. This was an interesting experience as it was the first time that I had been to a service user's home and seen how a health visitor interacts with both a newborn and the mother; it also gave me an insight into the role of the health visitor and the services that they provide.

We then went back to the clinic where I was able to take a break whilst my mentor typed up the notes from our visit. We then went out on two more new birth visits: one a second time mother and the other another first time mother. On both visits I was able to participate in the weighing of the babies and helped to check their lengths. We returned to the clinic where we had lunch then prepared for my first baby clinic. This was extremely busy but it gave me what I would consider a crash course in measuring babies.





Learning Disability nursing

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“Every day is different. I may be doing a nursing or joint health assessment, continence work, providing advice and guidelines on behavioural problems, leading group work, helping clients access healthcare or liaising with different agencies to solve problems. We have a multidisciplinary team and I work with a speech and language therapist, dietician, occupational therapist, physiotherapist, psychologist and care managers.”

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Learning Disability student nurse

People with learning disabilities have a reduced ability to understand new and complicated information or to learn new skills. This can lead to social, practical and communication difficulties and to isolation and social exclusion. They may also have other needs, such as mental health problems, chronic health complaints, epilepsy or physical and sensory disabilities, which need to be addressed as part of their nursing care.

As a learning disability nurse you will help enable people to improve, maintain or recover their health, to cope with health problems and to achieve the best quality of life. You will work in partnership with people with learning disabilities, their families and supporters, as well as other practitioners in health, education and social care. In your studies you will learn to communicate effectively and to develop relationships based on warmth and patience, companionship and caring.

As a student you learn through theoretical and practical work using simulated scenarios, facilitated role-play and workshops. A unique feature of our course is that you will have the opportunity to be taught by people with learning disabilities and their families and to discuss their needs.

Practice placements

You will be provided with learning opportunities in a number of core areas. For your practice experience you will be placed primarily in the community, in community teams, working in people's homes or within specialist service provision. This will include working with children with complex medical needs, adults with additional mental health needs or behaviour that challenges services, where people require short and long term treatment and nursing care.

Career pathways

Learning disability nurses work in the NHS, council-run social services, independent residential homes and a variety of voluntary organisations. They may work with children, adults and older adults and can specialise in a range of areas such as special educational needs or challenging behaviour services. There are also specialist liaison roles and roles in management and teaching.



Sarah Ames is 27 years old and is in Year 2 of the Learning Disability nursing programme



Student profile

“Two years ago I left my office job to work abroad for three months, where I was placed in a school for children with learning disabilities. Previous to this, I had no experience of working in this field, but after my time there I decided that I wanted to make this my full-time career. I was considering doing Adult nursing, however I saw an advert in the local paper for a Learning Disability/Mental Health nursing open day at St George’s, University of London. I decided to go and speak to the nurses there and find out more about the course and ended up applying that day.

The interview day was a good chance to meet others and talk about our different experiences, and the one-on-one interview was helpful to me as the tutors were ready to answer any questions that I had. As I already had a degree I was able to apply for the accelerated programme, which meant that I could go straight into the second year of the course. There were around 60 of us who started on this track, and for the first six weeks we had additional lectures to try to catch up on some of the work that had been covered in the Interprofessional Foundation Programme. I’m hoping to complete the diploma and then do an additional six months ‘top-up’ to convert it into a degree, as this will be compulsory for nurses soon. I have found that the level of support from tutors at the Faculty is really good and I hope it will enable me to do this.

Before I saw the advert in the paper I didn’t realise that Learning Disability was a branch of nursing that you could study, but if anyone has considered a career in healthcare I would definitely recommend looking into it.”



University diary

Tuesday 15 December

As this is our last week before going on to our placements, we have got a couple of days of skills practice scheduled. For the first couple of hours this morning we went over basic CPR, blood glucose monitoring, TPR and blood pressure. These skills sessions are usually fun, and are a good way of building up your confidence before you go out into practice.

We then had a session where we met the first year students to tell them about our placements from Year 1. As I had also only just joined, this session was as useful for me as the first years, so I was happy to listen to stories from the other second years.

The last session of the day was on eating difficulties. We had to help each other to eat and drink, and experience what it is like to be both the giver and receiver of care. We did this with a community dysphagia (swallowing difficulty) team who had come in to work with us. We also had to use thickeners in drinks and taste nutritionally fortified drinks and yoghurts, so that we could understand what it is like to eat and drink foods that had been modified. As it was one of the last sessions before we had our Christmas break we went over any issues that were worrying us about our placements, and then left for the holidays.



Clinical placement diary

Tuesday

My placement is in a home for seven people with severe learning disabilities and complex health needs. A lot of the work that we do involves personal care and therapies inside the home, the residents also have timetables of activities that they attend elsewhere. Today I go with two of the residents to their hydrotherapy session. Both of them are wheelchair users and have limited use of their arms; it was amazing to see the difference being in the pool makes to their mobility. Working with the hydrotherapist and a support worker along with the temperature of the pool and the buoyancy of the water allow their muscles and limbs to ease up so they can really stretch out. It is lovely to see them enjoying the exercises and having the interaction in the pool.

The therapist comes back to the house after the swimming session to work with the other residents. I sit in on a massage session, and am able to help with some of the basic massage techniques. As with the hydrotherapy in the morning, it is really great to see first hand the benefits that the sessions bring to the residents. Although people may not think of hydro and aromatherapy as nursing interventions, the benefit that these bring to some people shouldn’t be underestimated.

Saturday

I manage to do quite a bit of clinical work today with one of the residents, which I really enjoy. She is ‘nil by mouth’ and has all of her food, liquid and medicine through a Percutaneous Endoscopic Gastrostomy (PEG) tube feed directly into her stomach. Today I was able to administer all of her medicines this way, set up her food, and give her the required liquid intake throughout the day. The resident cannot talk and instead communicates through facial expressions and squeezing your hands if she is happy. As I know this and have built up a good relationship with her during my time at the house, I am able to tell that she is happy with me helping her in this way, and that she is comfortable with what I am doing.

The patient is also suffering from a chest infection, and has been prescribed medication through a nebuliser. She seems to be coughing a lot today, so together with the nurses on duty I decide to give her the nebuliser twice during my shift. I set it up and administer the medication, which is a good exercise for me. By the time my shift ends she seemed to be breathing slightly better, hopefully she will continue to improve throughout the night.



Mental Health nursing



"I have been a mental health nurse since 1986. Numerous challenges and developments have taken place in the education of nurses to deal with the complexities of cases presented by people experiencing mental health issues. Undertaking the mental health nurse training at Kingston University and St George's, University of London provides an opportunity to build a strong foundation as a clinician for future developments."



Harjinder Sehmi, Senior lecturer Mental Health nursing

Mental health nurses support the recovery of people of all ages and cultures with mental health problems of varying severity that may include anxiety, depression, experiences of hearing voices, confusion and impaired cognitive functions. Within the context of an interprofessional team setting you will use your therapeutic skills to work in partnership with clients and their families to promote recovery and social inclusion. Nurses work collaboratively with psychiatrists, psychologists, social workers, GPs and colleagues from the independent sector and voluntary agencies.

Although one in four people will experience a mental health problem at some time in their lives, mental illness can still arouse fear and prejudice. In recent years, the use of evidence-based therapies, like Psychosocial Interventions and Cognitive Behavioural Therapy, has increased people's understanding of mental health problems and improved treatment outcomes. However, mental health nurses still have an important role to play as educators and as advocates who protect the interests and the rights of people with mental health needs.

Students learn through a range of dynamic experiential activities including role play and video and realistic skills simulation work, pair work, small group work, and input from clinical specialists and lecturers. The simulation of mental health scenarios provides students with realistic environments in which to develop their skills.

Practice placements

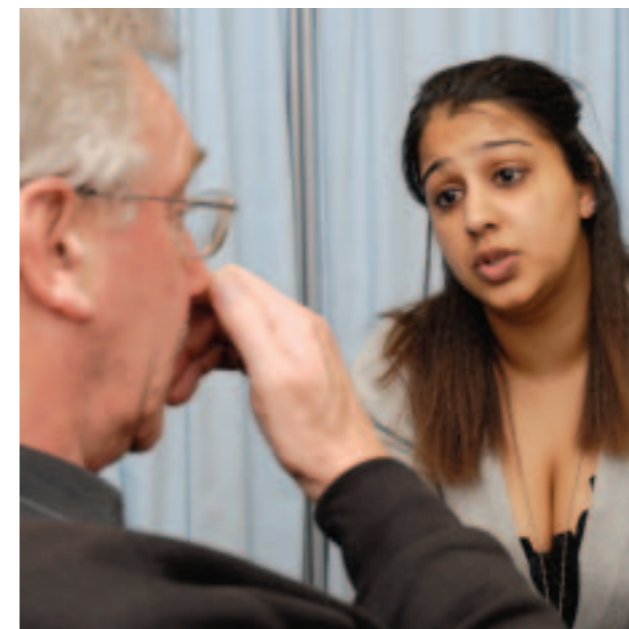
Practice placements are provided in a range of settings including in-patient units, and a variety of specialist units such as mother and baby, child and adolescent services. In addition, students will be attached to community mental health teams and work alongside community psychiatric nurses working with people in clinics, GP surgeries and other community settings. There is also a professional forensic unit at St George's Hospital.

Student mental health nurses will spend half of their time in clinical practice gaining invaluable experiences. Under supervision this provides opportunities for you to integrate theory learnt at the university into clinical work. Mentors and clinical liaison lecturers are at hand to support you with your learning needs whilst out in practice. A variety of clinical areas are available, for example community mental health teams, assertive outreach teams, home treatment teams, specialist services such as addictions and forensic, acute in-patient units, rehabilitation services, older people's services, liaison psychiatry and child and adolescent mental health services.

Career pathways

Mental health nurses work in NHS services in hospitals, prisons, community clinics, residential centres and in people's homes. There are opportunities to specialise in areas such as addiction, child and adolescent services, eating disorders, Cognitive Behavioural Therapy, rehabilitation, forensic mental health and services for the older person with a mental health problem. The NHS is also currently investing in the provision of counselling services in GP surgeries for patients with mild mental health problems.

On successful completion of the training there are opportunities for you to work in various clinical settings based in the NHS, voluntary and private sector. The Faculty provides continuing personal and professional development courses to encourage life long learning.





Matthew Adlem is 29 years old and in his third year studying Mental Health nursing. He lives in private rented accommodation.



Student profile

“My interest in caring for other people started when I looked after my grandfather during the final two years of his life. He didn't have a mental health condition or degenerative disease; he was simply a very interesting person who needed help bathing and company during the day. Thus began my interest in people and the human condition. I pursued this interest into voluntarily work where I escorted a young deaf autistic man to college one day per week so he could study maths, art and computer skills. Obviously this was different to caring for my grandfather; I had to be imaginative and creative to get him involved in his education and to bring him out of his own world.

I managed to secure work as a child mental health support worker in deaf services in London. This type of care really caught my imagination. I sometimes had to use play as a way to communicate and educate. I was also part of a team with teachers, psychologists, occupational therapists, social workers, psychiatrists, nursing students and nurses. I felt overwhelmed by how much there was to learn and also how much one could do for people and their families by taking an interest and actively caring. My manager noticed my skills in communication and supporting the children and encouraged me to study mental health nursing. I was lucky enough to gain a secondment to university to study mental health nursing full-time.

It has been a real challenge studying to become a mental health nurse. I had to overcome stereotypes I had formed in my mind about mentally ill people and about myself. I had to work hard to learn how to help people with conditions varying from depression to schizophrenia and autism. A huge challenge was learning how to listen properly to people and not try to “fix them” in the way that I thought best, but to allow them to figure out the best way to help themselves and then to support them. I have also been able to boost my confidence in academia, in talking to others and in who I am as a person.”



Placement diary

A late shift on a child in-patient unit

I travel around by bicycle all the time. It helps me to wake up on the way to work and relax on the way home. It takes about 25 minutes to get to my placement. My shift begins at 1.30pm so I aim to get there for 1.00pm so I can cool down from cycling and get changed in plenty of time before the handover meeting.

At work the first thing that happens at the start of every shift is the handover meeting. This is where we get information about each patient on the ward, how their day has been and any relevant things that need to be done in the coming shift. The shift lead also allocates jobs to people. This can be anything from washing up after dinner to dispensing medication before bedtime. Today I have been asked to help dispense medication with a qualified nurse.

As a student my responsibilities are generally to spend time with the children in their free time and at mealtimes and to support them in their school sessions when I'm needed. Sometimes, if I have been working closely with a particular patient, I can be involved in their review meetings or planning meetings. Today there are no meetings to attend but I have to conduct a therapeutic talking time with one of the children. This means I will talk to them about their progress with their goals since they have been admitted. It is a good chance to practise my planning and organisation skills. After dinner we get all the children together to enjoy some free time. Today we play a game of dodge ball in the playground. Two of the children become upset and angry toward each other. I have to help them calm down and move on from the situation. After baths I dispense the medication. One of the girls refuses to take her medication. I sit and talk to her about how she feels and she then agrees to take her medication. Sometimes the children find it difficult to swallow tablets. I sit with two of the children in their bedroom and read them a story to help them settle to sleep.

On the way home I reflect that the day went very quickly. I feel positive about having encouraged the girl to take her medication and that I didn't do it in a forceful or scary manner.

I arrive home at 10:30pm. There is not really any time to do anything as I need to get up early for my early shift in the morning!



Postgraduate nursing programmes

PgCert/PgDip/MSc Advanced Practice

This MSc programme has been developed in response to new roles and ways of working. It will help you to make the most of opportunities in the workplace by preparing you for changes in practice.

The course is an ideal way to develop your career once you have gained some experience in nursing and would like to advance your knowledge and skills within your own specialist area. You can study a general aspect of nursing practice or alternatively choose from three routes: psychosocial interventions, prescribing or cancer.

Core modules focus on professional development and research methods while option modules can be chosen from a wide range of subjects available through the Faculty's CPPD portfolio and can be tailored to your own areas of interest. Please visit our website for more information on CPPD:
www.healthcare.ac.uk/courses/cpd-about

The course offers an opportunity to work towards professional competencies (eg NMC) and you will also undertake work-based learning projects.

Due to the flexibility of this course, you will be supported individually by an education and practice mentor as well as a research supervisor. The course director will also oversee all aspects of student support.

For more information please contact:
Susan Strong, Principal Lecturer
Tel: +44 (0)7768 535 816
S.Strong@sgul.kingston.ac.uk

MSc Healthcare Education and Clinical Leadership

This innovative programme is designed to meet the requirements of professional healthcare workers and mentors by the use of modules and work-based learning assignments applicable to any healthcare teaching setting. At the end of this course you will be able to:

- Lead and manage healthcare practice
- Implement research advances to enrich evidence-based practice
- Implement workplace learning
- Introduce teaching and learning strategies within clinical settings
- Competently research healthcare issues
- Prepare for the management of change
- Apply your learning to projects within the workplace

The course consists of taught modules, work-based learning projects and provides an opportunity to explore a topic of particular interest in some depth, along with reflecting on the complete learning experience.

For more information please contact:
Dr Maria Ponto, Senior Lecturer
Tel: +44 (0)20 8547 8712
M.Ponto@sgul.kingston.ac.uk

MSc Maternal and Child Health: Socio-Cultural Perspectives

This interprofessional masters course is ideal if you work as a children's nurse, health visitor, midwife or are a practitioner working within maternity and children's services. Other practitioners working in health and social care will also find the course content of interest, choosing elements applicable to their area of work. The focus of the course includes global concerns about determinants of maternal and child health, alongside exploration of the impact of government policies on the provision of care. In addition you will be able to enhance your critical and analytical skills through the application of theories and concepts underpinning relevant areas of practice.

Key aspects of study include:

- Determinants of maternal and child health (national and international perspectives)
- Ethical and legal issues relating to maternal and child healthcare
- Specialist and generic knowledge required for collaborative working in maternity and children's services
- Research methods and critical enquiry

This course will enable you to explore issues surrounding the health and social care of women, children and young people, while considering your own unique role in service improvement. It also provides you with the opportunity to research in-depth a specific area of maternal and child health related provision/care through the masters level dissertation.

For more information please contact:
Dr Alison Twycross, Senior Lecturer
Tel: +44 (0)778 552 5986
A.Twycross@sgul.kingston.ac.uk

Frequently asked questions

How do I find somewhere to live?

Residential accommodation is usually available during the first year on either Kingston Hill or St George's, University of London campus and support is given in finding accommodation for the remainder of the course by the accommodation office. For further information please email accommodation@kingston.ac.uk

How much holiday do we get?

Holidays total seven weeks per year plus the normal bank holidays. Holidays are usually taken in two week blocks at Christmas and Easter and three weeks in the summer.

What happens after I graduate?

Employment prospects for nursing students are excellent with over 90% obtaining employment on graduation – 77% in the local area. Others go on to further study. The Kingston University careers service assists students in obtaining their first job with the NHS. Workshops on job seeking, completing application forms and interview techniques are provided.

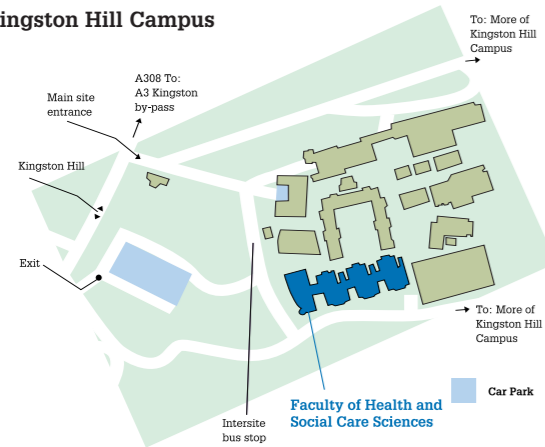
How do I finance my studies?

The Department of Health funds nursing degrees and students are currently exempt from paying tuition fees. For details on bursaries please contact the Admissions Team:
e-mail preregadmissions@sgul.kingston.ac.uk,
phone 020 8417 5735 or 5734



Campuses and placements

Kingston Hill Campus



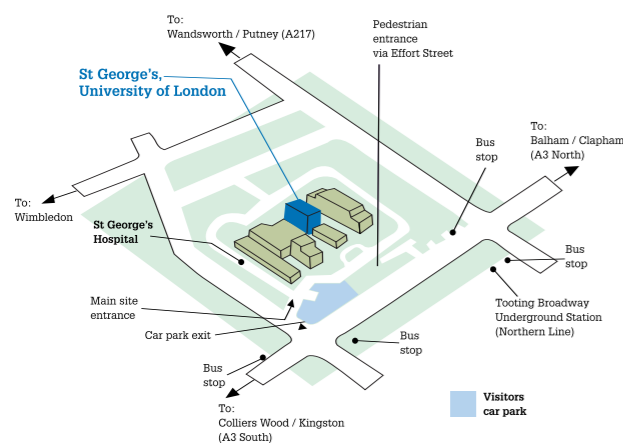
As a student nurse you will be able to take advantage of both the facilities at Kingston Hill campus and at St George's, University of London. Depending on your branch of study you will spend most of your time at one or the other campus, but skills labs and interprofessional sessions might let you experience more than one site. And, of course, there are your placements, which take place at a wide variety of settings in and around Southwest London.

Kingston Hill Campus

The School of Nursing is located at the Kingston Hill campus of Kingston University. The campus has 40 acres of leafy parkland, with a mixture of traditional and modern buildings. You can use all the leisure facilities at Kingston Hill, including the university bar, several cafés and a restaurant, as well as the student gym.

Our skills labs and laboratory facilities are located at Kingston Hill, and the comprehensive library at the new Learning Resource Centre will help you with your studies. At the LRC you can also find a large number of PCs and study places for individual and group study.

St George's, University of London



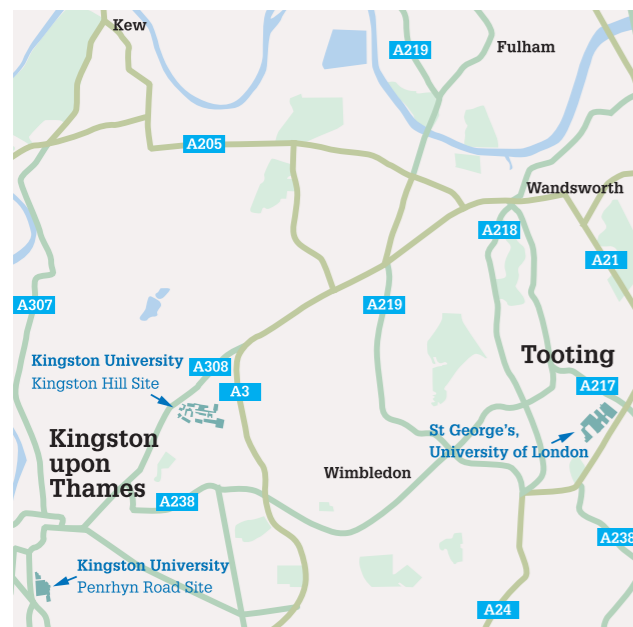
St George's, University of London

This site is integrated with one of the UK's busiest hospitals and is located in Tooting, Southwest London. Here we provide teaching rooms, lecture theatres and clinical skills labs. The facilities that you can access include a large medical library, IT suites, a bar, several cafés, a bookshop and a sports centre.

Out and About

Kingston-upon-Thames is a vibrant town with its own distinctive identity, yet only 20 minutes by train from central London. Its setting on the River Thames and surrounding areas of parkland make Kingston one of London's most attractive areas.

Tooting in Southwest London, the location of St George's, University of London is at the centre of a busy, multi-cultural community. The campus is located close to Tooting Broadway station on the Northern Line, 20 minutes from the West End of London with its shops and entertainment.



Frequently used clinical placement sites

- Ashted Hospital
- Epsom Hospital
- St Helier Hospital
- Kingston Hospital
- Parkside Hospital, Wimbledon
- Shirley Oaks Hospital
- St Anthony's Hospital
- The New Victoria Hospital
- St George's Hospital
- The Priory Hospital
- Surrey & Border Partnership NHS Trust
- Royal Brompton & Harefield NHS Trust
- Trinity Hospice
- Princess Alice Hospice
- Shooting Star Trust, children's hospice
- Royal Hospital for Neuro-disability
- Royal Marsden, Chelsea & Sutton, specialist cancer hospital
- South West London Elective Orthopaedic Centre (SWLEOC)
- SW London & St George's Mental Health Trust
- Royal Star & Garter Home, care home for disabled ex-service men and women
- The Children's Trust, national charity working with children who have multiple disabilities and complex health needs
- HM Prison Wandsworth



How to apply

Application forms are available online from the Universities and Colleges Admissions Service (UCAS). Visit their website at www.ucas.com and follow the instructions.

You should submit your application to UCAS between September and mid-January for the following September. It is advisable to make your application as early as possible. Applications may be considered after 15 January deadline dependent upon vacancies remaining on the course.

Application codes

BSc(Hons) Nursing/Registered Nurse

B740 Adult Nursing (BSc/AN)

B732 Children's Nursing (BSc/CN)

B763 Learning Disability Nursing (BSc/LDNu)

B765 Mental Health Nursing (BSc/MHNu)

Postgraduate Diploma for Graduates

B741 Adult Nursing (PgDip/AN)

B731 Children's Nursing (PgDip/CN)

B764 Learning Disability Nursing (PgDip/LDNu)

B766 Mental Health Nursing (PgDip/MHNu)

Institution code: KING K84

Further information

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Faculty of Health and Social Care Sciences
Kingston Hill
Kingston-upon-Thames
Surrey KT2 7LB

Telephone: 020 8417 5735 or 5734

Fax: 020 8417 5766

E-mail: preregadmissions@sgul.kingston.ac.uk

www.healthcare.ac.uk

www.kingston.ac.uk

www.sgul.ac.uk

The Faculty runs Open Days on a regular basis. Please telephone for details or visit our website www.healthcare.ac.uk

You can also follow the Faculty on Twitter at www.twitter.com/uni_sgul_ku

Facebook: log into your Facebook account and search for "Faculty of Health and Social Care Sciences"

The information in this booklet was correct at the time of going to press.

Photography by Derek Goard.

Printed on revive Pure White Uncoated: a recycled grade containing 100% post consumer waste and manufactured at a mill accredited with ISO 14001 environmental management standard. The pulp used in this product is bleached using an Elemental Chlorine Free process (ECF).