

Webster-Henderson, Brian ORCID: <https://orcid.org/0000-0001-7988-6358>  
(2023) Growing the nursing and health workforce across the UK: an uphill battle or a self-made struggle? In: University of Cumbria London Public Lecture, 15 March 2023, London, UK and online. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/6910/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# GROWING THE NURSING AND HEALTH WORKFORCE ACROSS THE UK: AN UPHILL BATTLE OR A SELF-MADE STRUGGLE?

**Professor Brian Webster-Henderson**

**Deputy Vice Chancellor (Health, Environment & Innovation)**

*Professor of Nursing*

*Chair of the Council of Deans of Health UK :*

<https://www.councilofdeans.org.uk>

*Fellow of the Queens Nursing Institute*



University of  
**CUMBRIA**

# INTRODUCTION

- Left school at 17 – entered NHS as a health care assistant (mental health)
- RMN - Clinical Practice
- RGN - Clinical Practice
- Enter education as a lecturer(practitioner) in university: politics, education, advanced clinical practice
- Scottish Heads of Academic Nursing and Allied Health Professions (SHANAHP)
- Council of Deans of Health UK - Vice Chair
- Council of Deans of Health UK - Chair



# CAREER TO DATE

Clinical practice =  
across a wide  
range of areas

Nursing and  
Higher Education  
= my identity

Healthcare Policy  
= my identity

Transferable skills  
= never lost

Political  
astuteness = a  
key factor

Emotional  
intelligence = key  
factor



# NATIONAL ROLE

**Nursing &  
Midwifery  
Council (NMC)**

**Health Care  
Professions  
Council (HCPC)**

**Royal College of  
Nursing**

**Royal College of  
Midwives**

**Department of  
Health & Social  
Care**

**Department of  
Education**

**Universities UK**

**Queens Nursing  
Institute**

**Higher Education  
National Strategic  
Exchange**



# TODAYS PUBLIC LECTURE

**Will focus mainly on nursing – my background**

**But there are similarities with other professions (established and developing)**



# A NEED TO UNDERSTAND THE HISTORY OF NURSING & DEVELOPMENT OF NURSING IN THE UK





## KEY FIGURES

# Mary Seacole







# KEY FIGURES



- **Professor Dame Jill Macleod Clark**

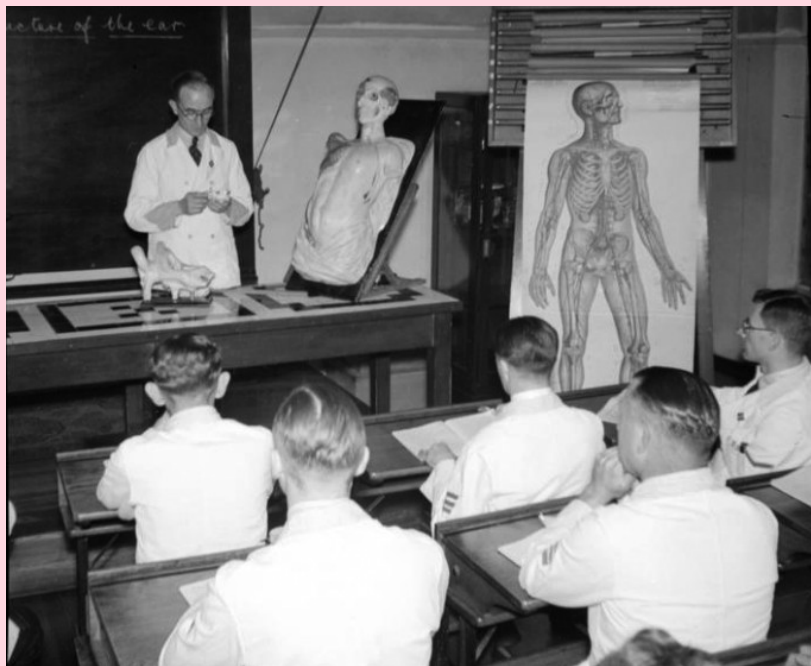


# QUEENS NURSING INSTITUTE

- **Dr Crystal Oldman – Chief Executive Officer of the Queens Nursing Institute**



# MEN IN NURSING



- **George Dunn – First recorded male nurse**



ME

...And of  
course  
Suzie



University of  
**CUMBRIA**

# DEFINITION OF NURSING



The word “nurse” originated from the Latin word *nutrix*, meaning to nourish. (Taylor, Lillis & LeMone 197)

Definitions of nurse and nursing are based on this word origin to describe the nurse as a person who nourishes, fosters and protects

Or

A person prepared to take care of the sick, injured and aged people (Ellis & Hartley 2004)

# DEFINITION OF NURSING:

*“ Nurses unique function is to help individuals, both sick and well, perform activities that contribute to their health or recovery (or facilitate a peaceful death) that they would preform unaided if they had the necessary strength, will or knowledge and to accomplish this function in such a way as to help individuals gain independence.”*

**(Henderson 1960)**



# DEFINITION OF NURSING: HAS SIGNIFICANTLY CHANGED

*“Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. (ICN, 2002)”*



# UNDERSTANDING NURSING IN 2023

## What nursing is not

Simply following instructions

Just bathing patients

Making beds

Doing ward rounds/writing notes and following a list of tasks

Relying on others for instruction

What nursing is

Draws on a range of complex knowledge to provide care for clients with multi-pathological needs

Utilises an evidence base of research, outcomes, innovations to prescribe care

Sees nurses now undertake physical histories, assess clients, diagnose, some prescribe as autonomous practitioners





# HISTORY OF NURSE EDUCATION

**1854: Florence Nightingale – goes to Turkey – caring for soldiers in the Crimean War**

**1855 Mary Seacole establishes British Hotel: a convalescent home for soldiers in the Crimean War**

**1860 Nightingale Training School Opens at St Thomas's Hospital London**

**1908 First meeting of National Council of Trained Nurses of GB and Ireland – in London**

**1940 State Enrolled Nurse is formally recognized**

**1948 National Health Service formed**

**1951 Male nurses allowed to join the professional register**

**1983 UKCC sets up register**

**1986 Project 2000**

**1990's bigger move to higher education**

**2002 Nurses able to prescribe medication**

**2004 RCN votes for degree only preparation**

**2009 All nursing courses in UK become degree level**



## MY OWN REFLECTIONS

**Nursing roles have continuously evolved**

**Nursing knowledge has continued to grow and needs to further expand**

**Nursing skills have continued to expand**

**Nursing is ever changing and as is the evidence base**



# RESEARCH EVIDENCE: LANCET (2014) V383 PP 1824 - 1830



- *Linda H Aiken, Douglas M Sloane, Luk Bruyneel, Koen Van den Heede, Peter Griffiths, Reinhard Busse, Marianna Diomidous, Juha Kinnunen, Maria Kózka, Emmanuel Lesaffre, Matthew D McHugh, M T Moreno-Casbas, Anne Marie Rafferty, Rene Schwendimann, P Anne Scott, Carol Tishelman, Theo van Achterberg, Walter Sermeus, for the RN4CAST consortium*





# FINDINGS

**An increase in a nurses' workload by one patient increased the likelihood of an inpatient dying within 30 days of admission by 7% (odds ratio 1·068, 95% CI 1·031–1·106), and every 10% increase in bachelor's degree nurses was associated with a decrease in this likelihood by 7% (0·929, 0·886–0·973).**

**These associations imply that**

- **patients in hospitals in which 60% of nurses had bachelor's degrees and nurses cared for an average of six patients would have almost 30% lower mortality than patients in hospitals in which only 30% of nurses had bachelor's degrees and nurses cared for an average of eight patients**



# PROFESSORiate OF NURSING

**Tierny, A. Rafferty, A-M, Holloway, A. (2022) “50 years since the UK’s first nursing professor” *Journal of Advanced Nursing*. 78, pp 132 – 134.**

**Margaret Scott Wright – University of Edinburgh 1972.**

Country	Number of Professors
England	245
Scotland	32
Wales	21
Norther Ireland	16
<b>Total</b>	<b>314</b>

# SO WHERE ARE WE NOW IN THE UK?

- A recruitment crisis – UK Government published a report in 2019 identifying a need for 50,000 more nurses by 2024.
- Reliance on overseas nurses to fill the gap – in a context of tough overseas immigration policies
- Pandemic = surge in popularity for nursing – however a fall in applicants by 5.9% in 2021/2022
- High attrition – personal finances, workload pressures, poor clinical placement experiences.
- HEE (2018) average of 25% of nurses leave per year



# THE NURSING WORKFORCE CRISIS

## NHS England

- **429,000** nurses required in NHS England by 2030/31. This would require:
  - **365,000** nurses to be recruited over the next decade
  - **160,000** student nurses entering NHS England between now and 2031, at an average of 18,000 per year
- One-third of nurses are expected to be recruited from overseas, and 23% from the wider labour market movement
- 44% of the planned increase will need to come from domestically trained nurses




## HIGHER EDUCATION RESPONSE: ROUTES

- Diversification of routes into nursing
- Closer partnership working with NHS providers
- Increased recruitment activity
- Small increase in simulation and technologies - placements







—  
BIG PROBLEMS  
REQUIRE BIG  
SOLUTIONS

- BOYAN SLAT

# KEY CONSIDERATIONS: 1

**Limited supervision, support and traditional practice placement capacity and capability across health and social care settings which impacts on student experience and retention as well as increased care provider pressures.**



## KEY CONSIDERATIONS: 2

Increasing registered nursing and midwifery staff shortages and recruitment challenges across HEI's and NHS and all health and social care provider organisations which impacts on the ability to meet requirements for continued growth in student



## **KEY CONSIDERATIONS: 3**

**The lack of flexible, system wide and cross sector education roles and career pathways compounded by demographic trends in the existing workforce which impact on the recruitment and retention of educators in HEI and practice settings**



## **KEY CONSIDERATIONS: 4**

**The absence of a cohesive and equitable career development and cpd framework designed to support, develop and retain new graduates and existing registrants which impacts on registered practitioner retention and recruitment**



## **KEY CONSIDERATIONS: 5**

**Multi-factorial barriers to transforming the way students learn in practice and to developing alternative, resource effective and innovative approaches which impact on the provision of quality and equitable practice learning experiences**



# CHALLENGES OF HIGHER EDUCATION WORKFORCE



- A decrease in the number of practitioners moving from clinical practice to higher education
- Council of Deans of Health Survey (2019)
- Barriers of salary, pension, contractual arrangements

**SO I POSED THE QUESTION:**

***Growing the nursing and health workforce across the UK: an uphill battle or a self-made struggle?***



University of  
**CUMBRIA**



# A NEW PARADIGM



# WHAT WOULD A NEW PARADIGM LOOK LIKE?

*The design of a transformed educator careers framework which will deliver cohesive, fit for purpose and flexible cross sector career pathways for nurses and midwives. This should recognise that all registrants have a role to play as educators and focus on the interface between theory and practice.*

***The design of a robust and flexible educator career infrastructure which will ensure equity in contracts and facilitate movement across higher education and health and social care provider settings.***

***The design of a radical new approach to supporting students in the development of their practice skills and confidence, maximising the use of innovative and technology-based methods and reducing reliance on traditional practice placements.***

# FUTURE CURRICULUM CONSIDERATIONS

**Stronger Community  
focus**

**Artificial Intelligence**

**Sustainability**

**Advanced Clinical  
Skills**

**Technology  
informed/enhanced**



# FUTURE CURRICULUM CONSIDERATIONS

**Further  
expansion of  
skills**

**Nursing  
Leadership**

**Mental Health  
for ALL**

**Work across  
boundaries**

**Research  
focused &  
informed**



# HOWEVER



Attractiveness of nursing and health as a viable career



Schools, colleges engagement of the attractiveness career



Systems wide approach and partnership working



Robust financial support





University of  
**CUMBRIA**



