

# Post-qualification Directory for Healthcare Professionals 2011-12

FLORENCE NIGHTINGALE SCHOOL OF NURSING & MIDWIFERY



## Visiting King's

King's Schools and departments host regular seminars, conferences and other events giving opportunities to find out more about a particular subject or topic of interest and see our academic staff in action. You could also go on a self-guided tour or a current student-guided campus tour (email [campus.tours@kcl.ac.uk](mailto:campus.tours@kcl.ac.uk) for details of days/times). Alternatively you can view 360 degree images of King's on our virtual tour at [www.kcl.ac.uk/tour](http://www.kcl.ac.uk/tour)

## Apply for undergraduate programmes, modules and study days

Once you have identified an undergraduate programme, module or study day, it is important to submit an application. An application form and guidelines for completion and submission can be downloaded from our website at [www.kcl.ac.uk/nursing/study/qualified](http://www.kcl.ac.uk/nursing/study/qualified). The closing date for applications is four weeks before the start of each term. However, early application is recommended as places are often filled quickly.

## Apply for postgraduate taught and research programmes

You can apply using our online application form, available from [www.kcl.ac.uk/gradapply](http://www.kcl.ac.uk/gradapply). Your referees can also use our online 'Referee Portal' to submit your references. Our online application form makes applying easier and quicker for you.

## New site

You can access information on all our programmes from our online prospectus [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse) King's is launching a new website in the autumn of 2010. The new site is designed to deliver a better experience for the user. Some web addresses printed in this document will therefore be subject to change but will be redirected to new content.



THE SUNDAY TIMES

**UNIVERSITY OF  
THE YEAR 2010-11**

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December 2010

# Welcome

Dear colleagues,

I am delighted to introduce our new post-qualification education prospectus to you. Healthcare provision is changing rapidly, with the boundaries between acute and primary care also changing. We have updated our education offerings to reflect changes in healthcare and the roles of nurses and midwives, and feedback from current students. From study days to brush up on knowledge and clinical skills, updates for clinical practice, and non-medical prescribing to postgraduate programmes, we hope that you will find something of interest to develop yourself and your clinical practice and advance your career. Get King's on your CV!

Professor Alison While  
Associate Dean  
(Education & External Relations)



King's College London

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The Florence Nightingale School of Nursing & Midwifery is the number one nursing and midwifery school in London and part of King's College London, University of the Year 2010-11 (*Sunday Times*) and one of the top 25 universities in the world. Our central London campuses place our students at the heart of the UK's academic, cultural and social life. King's and partners Guy's and St Thomas', King's College Hospital and South London and Maudsley NHS Foundation Trusts form the Academic Health Science Centre, King's Health Partners. The School is based at the Waterloo Campus, adjacent to London's South Bank Arts Centre and Waterloo Station.

### About the School

The School is directly descended from the world's first professional school of nursing established by Florence Nightingale at St Thomas' Hospital in 1860 and recently celebrated its 150th anniversary. It is regarded as a centre of excellence for nursing and midwifery, achieving high scores in both teaching and research quality assessments, and the Complete University Guide 2011 recently announced that the School is the only university in London to be ranked in the top ten British universities for nursing.

The School has 200 staff and nearly 3,000 students, and is spread across seven departments: Primary & Intermediate Care; Midwifery, Women & Child Health; Acute Adult Nursing; Mental Health Care; Specialist Care; Health Policy & Management, and Learning Technology. It is also home to the National Nursing Research Unit (NNRU), a multidisciplinary national centre for nursing and midwifery research in England, and the only Department of Health funded unit of its kind in England undertaking high quality empirical research and reviews to inform policy and practice relevant to the nursing workforce. The School's research themes include cancer, mental health, midwifery and women's health, work environments and patient outcomes and historical and career studies.

### Facilities and resources

King's provides an integrated archive, library and IT service to all its students. Information Services Centres and libraries are located at all of the main sites of the College and provide access to the major services and resources that support research and learning. Specific postgraduate zones are made available to students in various Information Services Systems (ISS) centres. The print and electronic nursing, midwifery and health collections include books, journals, theses and reference tools, library catalogues, bibliographic and full text databases and internet resource discovery tools. ISS can also advise on access to alternative libraries, information services and relevant professional collections including the British Library and the Royal College of Nursing. All students are also encouraged to use the extensive facilities and expert assistance available in Archives & Special Collections. The institutional records of King's College London are among the richest higher education records in London, and there are regular additions. They comprise extensive nursing archives, including the King's College Nurses' League and the Royal British Nurses' Association. Research students also benefit from a newly refurbished study suite in the James Clerk Maxwell Building, access to Graduate Lounges and Graduate Zones in the ISS centres on the different campuses.

#### LOCATION

Waterloo and Guy's campuses

#### ADDRESS

Florence Nightingale  
School of Nursing & Midwifery  
King's College London  
James Clerk Maxwell Building  
Waterloo Campus  
57 Waterloo Road  
London SE1 8WA

**TEL** +44 (0)20 7848 4698

**EMAIL** [postgrad-nm@kcl.ac.uk](mailto:postgrad-nm@kcl.ac.uk)

**WEBSITE** [www.kcl.ac.uk/nursing](http://www.kcl.ac.uk/nursing)

# Continuing personal and professional development (CPPD)



*The Florence Nightingale School of Nursing & Midwifery is renowned for excellence in education and is a world leader in the field. We offer a wide range of continuing professional and personal development opportunities and work closely with clinical colleagues across London to ensure that the School's education and learning portfolio reflects the needs of current healthcare providers and changing healthcare delivery needs. Students are part of a stimulating and supportive study environment and the facilities available here are second to none. Students not only have access to a number of academic services, such as excellent libraries, training courses, seminars and research presentations, but also to social facilities within the College and central London.*

Julie Bliss (Staff)  
Head of Post Qualification Education

Our master classes, workshops and bespoke educational programmes cover a wide range of health-related subjects in a variety of specialist areas. Our commitment to the advancement of cutting edge, evidence-based practice is reflected throughout the teaching and learning process, enabling us to remain at the pinnacle of 21st century healthcare education, training and consultancy.

The study days, modules and programmes featured in this prospectus have been developed in conjunction with a range of healthcare providers to aid the continuing personal and professional development (CPPD) of nurses, midwives and allied health professionals. The range and flexibility of offering is designed to support quality care provision within a variety of healthcare settings; the development of new roles and skills; to further develop clinical leadership skills and provide an underpinning for academic clinical careers.

For those returning to education, an understanding of the academic structure (see table below) may help prospective practitioners to identify the appropriate level for study. Whilst practitioners may register

for an academic award or a module (usually 15 or 30 credits), modules may also be undertaken on a free-standing basis by any practitioner as part of their professional development\*. Practitioners who request to undertake more than 15 credits on a free-standing basis will normally be referred to a programme leader, where further discussion can then take place regarding an appropriate level of study.

When thinking about undertaking CPPD it is important to consider the amount of self-directed work required for each module (at least 75 hours for every 15 credits). All undergraduate programmes, except BSc (Hons) Nursing Studies, require that an assessment of practice is undertaken as part of the programme. However please note that the School is unable to arrange practice experience.

*\*Practitioners who have started on a programme of study may not be able to take free-standing modules.*

## Academic progression (see table below)

Academic award	Credit value	Academic level	Entry requirements	English language requirements
MPhil/PhD		Level 8	Normally an MSc	For overseas students whose first language is not English and who do not have a NMC registration, IELTS 6.5 (with a minimum of 6.0 in all skills) or equivalent is required.
Doctorate in Healthcare		Level 8	Normally an MSc	
MSc	180 credits	Level 7	Normally an upper second class degree	
Postgraduate Diploma	120 credits	Level 7		
Postgraduate Certificate	60 credits	Level 7		
BSc (Hons)	120 credits	Level 6	Diploma Higher Education (120 credits at both level 4 and 5)	
Graduate Certificate	60 credits	Level 6		
Diploma Higher Education	120 credits	Level 5	120 credits at level 4	

## Programmes for academic English support

The English Language Centre (ELC) at King's provides a wide range of general and academic English courses. These include pre-sessional courses in English and study skills for academic purposes, which range from five to 12 weeks and two one-year full-time programmes.

Information regarding all of these courses is available at [www.kcl.ac.uk/nursing/international](http://www.kcl.ac.uk/nursing/international)

## Accreditation of prior learning

Practitioners may be able to build upon the credit gained from other Higher Education institutions and thus gain entry to a programme or reduce the amount of time required to obtain an academic award.

Accreditation is an umbrella term used to describe the formal recognition of previous learning. There are two categories within accreditation:

- Accreditation of prior certified learning (APCL)
- Accreditation of prior experiential learning (APEL)

The level and amount of credit approved is based on the evidence presented by the practitioner. It is important for practitioners who wish to receive credit for prior learning to discuss the potential for this before commencing a programme of study. To start the accreditation process, contact the relevant programme leader for your area of study. Following this an accreditation consultation can be booked.

For practitioners who wish to enter Level 6 studies but do not meet the requirement of 120 Level 5 credits, it may be possible to utilise a professional portfolio to gain direct entry to Level 6 studies by Advanced Standing. Criteria for the portfolio are available on request, along with tutorial support for portfolio development.

Postgraduate students may transfer up to 120 credits towards a master programme.

There is a fee for making claims via the accreditation process.

An information pack and funding form can be obtained from the Student Services Centre at the contacts below.

## Practitioners with disabilities

For practitioners with a disability, special arrangements may be made during formal examinations, including requests for extra time or providing an amanuensis. Practitioners should contact Matt Evans (Disability Support Officer, 020 7848 3890 or email [matt.evans@kcl.ac.uk](mailto:matt.evans@kcl.ac.uk)) or Mary Crawford (School Disability Advisor, 020 7848 3522 or email [mary.crawford@kcl.ac.uk](mailto:mary.crawford@kcl.ac.uk)) for support and guidance.

## Student Services Centre: admission and applications enquiries

Please direct any further queries to the Student Services Centre, preferably by email.

### GENERAL ENQUIRIES AND ACCREDITATION

Tel: +44 (0)20 7848 4698

email: [nightingale@kcl.ac.uk](mailto:nightingale@kcl.ac.uk)

### POST-QUALIFICATION UNDERGRADUATE ADMISSIONS

Tel: +44 (0)20 7848 3635

email: [postregenq-fnsnm@kcl.ac.uk](mailto:postregenq-fnsnm@kcl.ac.uk)

### POST-QUALIFICATION GRADUATE ADMISSIONS

Tel: +44 (0)20 7848 3571

email: [postgrad-nm@kcl.ac.uk](mailto:postgrad-nm@kcl.ac.uk)

### STUDENT SERVICES MANAGER

James Ackroyd

Tel: +44 (0)20 7848 3706

email: [james.ackroyd@kcl.ac.uk](mailto:james.ackroyd@kcl.ac.uk)

For academic matters please contact the relevant module/programme leader or:

Julie Bliss

Head of Post-qualification Education

Tel: +44 (0)20 7848 3211

Email: [julie.bliss@kcl.ac.uk](mailto:julie.bliss@kcl.ac.uk)



## How to apply



*I would highly recommend this programme at King's as it allows you to remain within clinical practice and employment whilst also giving you the opportunity to explore a specific area of research pertinent to one's role. As a senior clinician I was reluctant to exit from practice to complete my doctorate, however this programme gives me the best of both worlds with the added advantage of meeting students in similar situations and share our research experience and support each other throughout the programme.*

Jason Gray (Student)  
Doctorate in Healthcare (Nursing) DHC

### Apply for undergraduate programmes, modules and study days

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#### TERM DATES

##### TERM 1

Enrolment week begins: 19 September 2011  
Teaching: 26 September – 16 December 2011  
Closing date for applications: 25 August 2011

##### TERM 2

Enrolment week begins: 2 January 2012  
Teaching: 9 January – 30 March 2012  
Closing date for applications: 9 December 2011

##### TERM 3

Enrolment week begins: 16 April 2012  
Teaching: 23 April – 13 July 2012  
Closing date for applications: 23 March 2012

### Apply for postgraduate taught and research programmes

You can apply using our online application form, available from <https://myapplication.kcl.ac.uk>. Your referees can also use our online 'Referee Portal' to submit your references. Our online application form makes applying easier and quicker for you.

In addition to applying online, applicants to King's will benefit from our applicants portal, a bespoke online system that will help you to manage your application, update personal information and view updates on your application status and messages from the admissions office in real time. Details will be sent to you when you apply.

### After you apply

If you have not received confirmation of your application within three weeks please telephone +44 (0)20 7848 3635 for undergraduate applications and +44 (0)20 7848 3571 for graduate applications.

## School news

### King's wins 'University of the Year'



King's College London has been awarded the title of 'University of the Year 2010-11' from *The Sunday Times*, one of the most prestigious and influential newspapers in the world. The accolade, won by Oxford last year and Loughborough in 2008, is designed to recognise all-round excellence, encompassing a range of aspects of research, teaching, and the student experience.

### Number one for nursing in London



The Complete University Guide 2011 has announced that the Florence Nightingale School of

Nursing & Midwifery at King's is the only university in London to be ranked in the top ten British universities for nursing.

### King's & Chelsea & Westminster first for HIV education



The School and Chelsea & Westminster NHS Foundation Trust recently launched their

first jointly provided HIV course for qualified nurses. The week long course is designed to provide the foundation of knowledge for nurses working with patients who are living with HIV.

### Liver disease and transplantation course for nurses



The liver module run by the School is one of very few courses on liver disease and transplantation

specifically aimed at nurses and due to increased demand now runs twice a year.

### School secures two NIHR doctoral research fellowships



Two lecturers from the School have been successful in

securing NHS National Institute of Health Research (NIHR) Doctoral Fellowships. The Fellowships offers funding to undertake a PhD and is aimed at individuals, of outstanding potential, early in their research careers.

### Double RCN research award honour for School



Two lecturers from the School were recently announced as winners of the Marjorie

Simpson New Researchers' award 2010 at the RCN International Nursing Research Conference.

### Breakthrough appointment for European diabetes nursing



The future of diabetes nursing in Europe received a boost following the appointment of Professor

Angus Forbes as the newly created Federation of European Nurses in Diabetes (FEND) Chair in Clinical Diabetes Nursing at the School. The position is a collaboration between FEND, King's and the Diabetes Centre at King's College Hospital (KCH).



## Study days



*As the Academic Lead for Study Days, lecturer and qualified nurse I am committed to the development of a workforce that delivers high quality care through the use of evidence-based knowledge and clinical skills. Study days are an important venue to achieve this. The recognized expertise, high quality teaching and excellent facilities available within the School enables these to be delivered in an effective manner throughout the academic year. An important facility offered at the School is the ability to combine a number of study days within the Integrated Learning Module and receive academic credit. Thus, applicants have the option for attendance only or academic credit. Through attending the study days it is envisaged that clinical staff will be concurrent with knowledge and skills required to care for patients.*

Sian Hawkins (Staff)  
Academic Lead for Study Days

The School offers a wide selection of exciting and innovative study days. Some focus on the development and enhancement of important skills, whilst others concentrate on increasing knowledge and evidence for best practice. Study days aim to promote excellence whilst incorporating current policy in both theoretical and practical aspects of healthcare. They are aimed at staff working within the NHS, voluntary sector and private health care settings.

### How to apply

Once you have identified a study day, it is important that you submit an application. An application form and guidelines for completion and submission can be downloaded from our website at [www.kcl.ac.uk/nursing/study/qualified](http://www.kcl.ac.uk/nursing/study/qualified). The closing date for applications is four weeks before the study day commences. However, early application is strongly recommended.

### TERM DATES

#### TERM 1

Enrolment week begins: 19 September 2011  
Teaching: 26 September – 16 December 2011  
Closing date for applications: 4 weeks before the study day commences

#### TERM 2

Enrolment week begins: 2 January 2012  
Teaching: 9 January – 30 March 2012  
Closing date for applications: 4 weeks before the study day commences

#### TERM 3

Enrolment week begins: 16 April 2012  
Teaching: 23 April – 13 July 2012  
Closing date for applications: 4 weeks before the study day commences

### Search for a study day online

For further information, including dates, study day facilitators, times and dates, please visit our website at: [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

### Contact details

For information and advice please contact:  
The Florence Nightingale School  
of Nursing & Midwifery  
King's College London  
James Clerk Maxwell Building  
57 Waterloo Road  
London SE1 8WA  
Tel: +44 (0)20 7848 4698  
Email: [nightingale@kcl.ac.uk](mailto:nightingale@kcl.ac.uk)

### Addictions: Assessment & Interventions

This study day is aimed at general nurses and midwives and helps practitioners to develop knowledge, understanding and skills essential for caring for someone who misuses drugs and alcohol.

### Adult Acute Care Training

This study day focuses on the systematic assessment of the deteriorating patient.

### Adult Protection/Vulnerable Adults

The aim of the day is to provide practitioners with the theoretical knowledge base to inform practice and provide ongoing professional development in the management of the care of vulnerable people.

### Advanced ECG & Cardiac Pacing

This study day is available to staff working in acute/critical care settings where patients regularly require 12-lead ECGs and/or cardiac pacing.

### Anaphylaxis Study Day

This half day will include the normal and abnormal immune response to vaccines, the principles of recognition and treatment of anaphylaxis, community specific policies and professional issues.

### Aromatherapy Study Day

This study day will provide an introduction to aromatherapy in midwifery.

### Assessing Maternal Mental Health

The aim of this study day is to increase the practitioner's level of awareness around current practice guidance. This study day could contribute to meeting the requirement of 'Every Child Matters' (DfES 2004).

### Asthma Update

This study day is intended for practitioners caring for patients with asthma who want to ensure they have up-to-date knowledge of new therapies, current trends in management and recent research.

### Breaking Bad News

This study day is suitable for all nurses. It aims to explore the nature of bad news, the process of sharing difficult information and the management of the consequences. This study day contributes towards the 'End of Life Care Strategy' (Department of Health 2008).

### Breastfeeding

This two day workshop is specifically developed for health visitors, and those who support health visitors, with lactating mothers.

### Cancer Care: An Introduction

This three day study block will provide a basic introduction into the care of patients with cancer.

### Catheterisation & Catheter Care

This study day is open to all practitioners who are required to catheterise patients or care for patients with urinary catheters.

### Cervical Screening Update

This study day is open to all nurses experienced at taking cervical smears and aims to update practitioners on current cervical screening issues, such as Liquid Based Cytology and changes in legislation that may affect practice.

### Child Growth & Development

This study day will detail how, with what and when head circumference, length/height and weight should be assessed for clinical and public health use in the battle against obesity in particular, and growth related conditions in general.

### Child Health Promotion

This three day workshop aims to provide an overview of child health promotion and to raise awareness of the underpinning principles, policies and procedures.

### Child Protection: Culture & Abuse

To provide participants with an understanding as to the influence that culture and ethnicity may have on child protection and child protection practices.

### Child Protection: Intimate Partner Violence

To provide practitioners with the theoretical knowledge base to inform practice. To provide ongoing professional development in the management of intimate partner violence (domestic violence).

### Child Protection: Level 2

To develop the knowledge, skills and ability to recognise the signs and symptoms of all types of abuse and to have a clear understanding of the role and responsibilities of health professionals in inter/multi-agency work to safeguard children.

### Child Protection: Level 3.1

This study day focuses upon undertaking risk assessment of children and families, analysing information retrieved during the assessment and to identify those risks and protective factors which relate to child protection.

### Child Protection: Level 3.2

This study day aims to enable practitioners to understand and undertake family assessment using attachment theory and the use of Department of Health assessment tool.

### Child Protection: Level 4.1 (Supervisor Training)

This study day provides child protection supervision training for those with a particular responsibility for child protection.

### Child Protection: Level 4.2

This study day provides participants with the opportunity to reflect on their role as child protection supervisors and to enhance their knowledge and skills in order to develop effective supervision which ensures safe and child centred child protection activities.

### Child Protection: Service Resistant Families

To provide participants with knowledge and skills to effectively protect and safeguard children living in 'highly resistant' families or those families with multiple and complex problems. This study day was previously known as *Working with Difficult to Engage Families*.

### Child Protection: Sexual Abuse

To provide participants with the skills and knowledge required to identify and safeguard sexually active children and young people and those abused through sexual exploitation.

### Child: The Practice of Growth Monitoring

The process and practice of using the WHO child growth charts for children between 0 and 4 years are covered in this study day. Participants will have the opportunity to work through examples of typical cases which present within the child care setting. This study day is suitable for any health care practitioner involved in weighing and measuring babies, infants and children under four years.



*I am a ward manager at Guy's and St Thomas' NHS Foundation Trust and have now attended two study days at the School – Haematopoietic Stem Cell Transplantation and Haemato-Oncology Practice. The complex nature of work within haemato-oncology, and the range of specialist skills required for the day-to-day running of the unit, demand thorough understanding of best practice and clinical knowledge. Leading a specialist team requires safe and appropriate skills in order to provide consistent high standard nursing care. As a leading research and teaching university the reputation of King's is world renowned and the experience of the study days has been extremely beneficial, the courses professionally delivered, and indeed also enjoyable. The information gained on the study days has augmented my knowledge and will prove invaluable in effectively leading my unit.*

Dennis Paquiz (Alumnus)  
Ward Manager, Samaritan Ward, Guy's and St Thomas' NHS Foundation Trust

### Children & Young People: Transitional Care

These two study days aim to address the complexities surrounding children and young people with chronic conditions requiring transition from adolescent to adult services.

### Chronic Obstructive Pulmonary Disease (COPD)

This study day is intended for nurses caring for patients with COPD. It addresses pathophysiology, diagnosis, and management of COPD across primary and secondary care.

### Clinical Effectiveness

This study day is designed to help participants to develop and implement documents that support best practice.

### Complementary Therapies in Midwifery

This study day aims to explore the appropriate use of complementary therapies in midwifery care.

### Continence Study Day

This study day is aimed at practitioners who work with patients with continence problems in any setting.

### Death, Dying & Bereavement

This three day workshop explores the issues and consequences of a death in practice, including the practical skills to manage loss. This study day contributes towards the 'End of Life Care Strategy' (Department of Health 2008).

### Dermatology: Assessing the Patient

The day will consider aspects linked to holistic patient assessment including the anatomy and physiology of the skin, assessing mental wellbeing, skin assessment, wound assessment and use of specialist terminology, diagnostic tools and investigations.

### Dermatology: Emergency & Acute Care

This study day will focus on recognising and treating skin infections and infestations and caring for a patient with significant skin loss.

### Dermatology: Long Term Conditions 1

This study day will focus on the care of a patient with long term skin conditions, for example psoriasis, eczema, acne and rosacea, bullous pemphigoid and pemphigus vulgaris.

### Dermatology: Long Term Conditions 2

This study day will focus on caring for patients with epidermolysis bullosa, psychological assessment, care of the dying patient and complimentary therapies.

### Dermatology: Paediatric Care

This study day will focus on the recognition and management of common childhood skin rashes, such as cradle cap, nappy rash, infectious diseases, infestations and secondary skin infections.

### Dermatology: Pharmacology & Prescribing

The study day will consider non-medical prescribing in dermatology. The various groups of medication will be examined in conjunction with the evidence for treatment. The day will consider how to evaluate treatment plans and how to manage risk in the use of highly toxic drugs in dermatology.

### Dermatology: Skin Cancer

This study day will explore skin cancer prevention and screening opportunities taking into consideration skin cancer risk factors.

The Dermatology Care module (15 academic credits at level 6, 30 academic credits at level 7) can be obtained through attending Dermatology: Pharmacology and Prescribing, and Dermatology: Assessing the Patient, together with four of the remaining six dermatology study days. A successfully completed assignment would also be required.

### Diabetes in Hospital Settings

The study day explores type 1 and type 2 diabetes, focusing on assessments and interventions and promoting patient education and management for a healthy lifestyle.

### Diabetes: Essentials for Primary Care

This is a two day event aimed at healthcare assistants (HCA), allied health professionals, nurses and doctors working in primary care. This gives a basic knowledge of type 2 diabetes, diet and management of complications.

### Ear Irrigation

This study day aims to enable nurses working in primary care to gain knowledge and skills essential for the safe practice of ear care.

### ECG Rhythm Analysis

This study day is available to all practitioners working within acute healthcare settings where continuous cardiac monitoring is regularly used.

### End of Life Care Strategy

The following study days contribute towards the 'End of Life Care Strategy' (Department of Health 2008):

- Breaking bad news
- Death, dying and bereavement
- Palliative care principles
- Palliative care and the elderly

### Epilepsy

This day will give participants an overview of epilepsy and the impact that this long-term condition has on the lives of patients and their families.

### Facilitating Normal Birth

This study day will revisit the physiology of normal birth and examine the role of the midwife in facilitating this process.

### Falls: Assessment & Management

The study day focuses upon incidence, causation, management and prevention of falls in a variety of care settings including accident and emergency, primary, intermediate and long term care, mental health and acute care settings.

### Family Planning: Contraceptive Nurse Update

The aim of the day is to update current family planning nurses on new contraceptive methods that have become available and to discuss changes in legislation that affect the family planning nurse.

### Fluid Management

Please see Haemodynamic study day (page 11)

### Gastrointestinal Nursing

We offer a range of modules/study days, details of which can be found at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

### Haemodynamic Study Day

The aim of this study day is to provide practitioners with knowledge and skills to assess and manage patients with haemodynamic insufficiency.

### HIV/AIDS Awareness

This study day is an introduction to, and basic update of, HIV care for nurses, midwives, health visitors and healthcare assistants.

### Home Birth Study Day

This study day has been designed to help midwives develop their practice in caring for women who choose to give birth at home.

### Immunisation & Vaccination: Adult

This half-day explores vaccine preventable diseases in adults in depth including Influenza, Pneumococcal, Hepatitis and Hib/Men C.

### Immunisation & Vaccination: Childhood

The study day explores the current UK and local childhood schedule and outlines recent changes and the reason for them. It also addresses ways of improving vaccination uptake and discusses various scenarios including situations where schedules are incomplete.

### Immunisation & Vaccination: Foundation

This first study day explores the underlying principles of immunisation including its mechanism and role in the management of communicable diseases, professional accountability, consent, record keeping, and practical aspects of vaccination including the management of anaphylaxis.

### Immunisation & Vaccination: Refresher

This study day provides an update on vaccination schedules together with professional, theoretical, legal and practical issues surrounding immunisation.

### Intimate Partner Violence: Responding to Families' Needs

The aim of the day is to provide practitioners with the theoretical knowledge base to inform practice and provide ongoing professional development in the management of domestic violence.

### Intravenous Therapy: Adults

This study day is suitable for any adult health care practitioner working with vascular access devices. The study day aims to provide the practitioner with essential knowledge and theory necessary to manage and care for vascular access devices.

### Intravenous Therapy: Child

This study day is aimed at enabling nurses to gain an understanding of the theoretical and practical principles of intravenous therapy for children.

### Leg Ulcer Overview

This three-day course gives an overview of leg ulcer management. The anatomy and physiology of the vascular system is revisited and the principles and practice of Doppler ultrasound and compression bandaging explained, with an opportunity for hands-on practice within the classroom setting.

### Lifestyle Coaching for Health

This study day will build upon the health promotion knowledge and skills of practitioners. Participants will consider effective methods of initiating and supporting lifestyle change (lifestyle coaching).

### Long Acting Reversible Contraception (LARC)

This is an introduction to long acting reversible contraception. Following the NICE guidelines published in 2005 this study day will examine all LARC methods.

### Medication Issues for Older People

This study day is an update on medication and older people and includes revision of changes in drug response with age, an introduction to polypharmacy and prescribing patterns, compliance with treatment regimes and self-medication.

### Medication: Principles & Administration

This study day will enable the practitioner to explore issues related to medication and pharmacology in practice.

### Medicine Management Update: Acute Pain

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update their knowledge in medicine management related to acute pain. The day will explore pharmacological and non-pharmacological interventions and help the practitioner to consider ways in which practice may be improved.

### Medicine Management Update: Antibiotics

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update their knowledge in medicine management related to antibiotics which subsequently equips participants with the knowledge to inform their own practice.

### Medicine Management Update: Asthma/COPD

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update knowledge in medicine management related to asthma and COPD, and explore pharmacological interventions.

### Medicine Management Update: Diabetes

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update knowledge in medicine management related to diabetes.

### Medicine Management Update: Hypertension

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update knowledge in medicine management related to hypertension, thus promoting the consideration of ways in which practice may be improved.

### Medicine Management Update: Mental Health

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update their knowledge in medicine management related to mental health.

### Medicine Management Update: Osteoporosis

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update knowledge in medicine management related to osteoporosis.

### Medicine Management Update: Pain and Symptom Control

The aim of this study day is to enable non-medical prescribers working in the field of medicine to update knowledge in medicine management related to pain and symptom management.

### Mental Health & Older Adults

This study day seeks to introduce staff to the knowledge and skills needed to assess and manage mental health status, focusing in particular on depression, dementia and acute confusional states.

### Midwives Managing Emergencies

This is a two-day event and must run consecutively. The aim is to update midwives and equip them with the skills required to deal with obstetric emergencies.

### Neurological Assessment

This study day is for nurses working within acute healthcare settings, particularly those in neuroscience, intensive care, high dependency, accident and emergency or medical areas, and any nurse regularly engaged in undertaking neurological assessment.

### Nutrition Management for Older People

This study day is suitable for staff working with older adults in a variety of practice areas. It aims to develop the practitioner's nutritional assessment skills as well as covering key issues related to the promotion and management of optimum nutritional status in older adults.

### Older Adult: Advancing Care

This study day is aimed at enabling nurses who work wholly or partly with older people to increase their understanding of the relevant theory and practical skills to provide optimum care.

### Oral Hormonal Contraception

This study day explores different types of oral hormonal contraception, their benefits and shortcomings for the individual woman.

### Paediatric Venepuncture & Cannulation

This half day is open to all registered nurses working with children/neonates. It is designed to provide an overview of the professional issues surrounding paediatric venepuncture and cannulation.

### Palliative Care & the Elderly

This day highlights the specific needs of older patients and their caregivers within palliative care nursing.

### Palliative Care Principles

This three-day event will give an overview of the holistic assessment and care offered to people with life-limiting conditions, particularly cancer.

### Perineal Suturing: Evidence-Based Practice

This study day has been designed to develop knowledge, enhance skills and increase the confidence of midwives to take on this important role.

### Physical Care in Mental Health Settings

This study day is suitable for practitioners working within the mental health setting and focuses on physical care for mental health service users. This is a core study day, which when taken prior to a five further study days related to physical care in the mental health setting, can contribute to a 15-credit module 'Integrated Learning for Practice' which is also offered by the School.

### Plaster of Paris Workshop

The day is suitable for nurses and provides an understanding of theory and practical skills related to the application of Plaster of Paris.

### Respiratory Therapy: Adult

This study day is aimed at equipping nurses with the necessary knowledge and skills to care for patients with respiratory therapies.

### Spirometry

These are half day workshops intended for nurses who are, or will be, using spirometry to assess and monitor patients with chronic obstructive pulmonary disease (COPD).

### Stroke: Hyperacute Nursing Care

The aim of the day is to prepare nurses to provide the specialised care required to meet the complex needs of patients in the hyperacute phase of stroke.

### Stroke Thrombolysis: Nursing Management

The aim of the day is to prepare nurses to understand and deliver the care required by patients undergoing thrombolysis.

### Study Skills Workshop

This three-day workshop aims to provide an insight into the study skills required for higher education. It is open to those post-qualification students who are shortly to commence studying and those who have recently embarked on studying. The School also offers a 15-credit module, Academic Practice, which develops academic skills for studying in higher education.

### Teenagers & Sexual Health

This is a two-day workshop which explores issues related to the sexual needs of the teenager, in relation to risk taking and health promotion. It also provides an opportunity to explore the role of the multidisciplinary team and effective health promotion activities with professionals working in the field.

### Telephone Consultation

This two-day workshop is aimed at nurses and other health professionals who wish to examine the professional issues related to telephone consultation.

### Tracheostomy Care

The aim of this study day is to equip nurses with the knowledge and skills to care for patients (adults or children) with tracheostomies.

### Track & Trigger: Modified Early Warning Systems for Mental Health

This study day focuses on the systematic assessment of the deteriorating physical health of the mental health patient.

### Traumatic Wound Closure/Suturing

This study day gives nurses the opportunity to gain an understanding of the theoretical and practical aspects of wound closure, specifically in relation to traumatic wounds.

### Venepuncture & Cannulation

This half-day practical session is designed for nurses and midwives who wish to gain an understanding of the theoretical and practical principles of venepuncture and cannulation.

### Viral Hepatitis

This study day is for practitioners working in any clinical setting who would like to gain more understanding of viral hepatitis.

### Water Birth

This study day aims to develop midwives' skills and knowledge in order to care for women safely when using water during labour and birth.

### Wound Care: Evidence-Based Practice

These two days will allow healthcare professionals to establish the principles and management of wound care, explore professional and ethical issues related to this area of nursing, and to critically examine research and evidence relevant to all aspects of wound care.

## Undergraduate programmes



*My commitment to nursing is underpinned by a strong appreciation of the importance of continuing professional education that is relevant to the changing needs of healthcare provision. Since completing my initial nursing degree in Australia in 1993, I have obtained a number of further academic qualifications which have significantly enhanced my career from a clinical and academic perspective. While working as a lecturer at King's, I have also completed a Postgraduate Diploma and a PhD, and have first-hand experience of the internationally recognised expertise, high quality teaching and excellent facilities available within the School. In my current role as Head of Post-qualification undergraduate studies, I work with my colleagues to ensure that educational provision is flexible and relevant to practice and that students feel well-supported and that their experiences at King's are both positive and rewarding.*

Jacqueline Bloomfield (Staff)  
Head of Post-qualification Undergraduate Studies

Registered practitioners working in a range of clinical settings may wish to consider a BSc (Hons) or DipHE Nursing Practice to develop themselves academically.

These programmes provide the opportunity to advance professional practice and evidence-based care without specialising in a particular field of practice.

Alternatively, you may wish to complete a formal qualification in a specialised area of practice and undertake a Graduate Certificate, with the aim of working towards a full BSc (Hons) programme.

### How to apply

An application form and guidelines for completion and submission can be downloaded from our website at [www.kcl.ac.uk/nursing/study/qualified](http://www.kcl.ac.uk/nursing/study/qualified). The closing date for applications is four weeks before the start of term. However, early application is strongly recommended.

### TERM DATES

#### TERM 1

Enrolment week begins: 19 September 2011  
Teaching: 26 September – 16 December 2011  
Closing date for applications: 25 August 2011

#### TERM 2

Enrolment week begins: 2 January 2012  
Teaching: 9 January – 30 March 2012  
Closing date for applications: 9 December 2011

#### TERM 3

Enrolment week begins: 16 April 2012  
Teaching: 23 April – 13 July 2012  
Closing date for applications: 23 March 2012

### Contact details

Further information on undergraduate study for qualified healthcare professionals and programme leaders contact details can be found at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

For advice on the best options for you please contact:

Jacqueline Bloomfield  
Head of Post-qualification  
Undergraduate Studies  
Tel: +44 (0)207 848 3690  
Email: [jacqueline.bloomfield@kcl.ac.uk](mailto:jacqueline.bloomfield@kcl.ac.uk)

## Diploma Higher Education Nursing Practice

### PROGRAMME OUTLINE

The DipHE nursing practice is offered to practitioners with a nursing qualification who are seeking to enhance their knowledge and skills and providing high quality, holistic and evidence-based care.

Module	Credits	DipHE
Research Awareness for Clinical Practice 5KNINM01	15	✓
Contemporary Nursing Practice 5KNIA212	15	✓
Care and Culture 5KNIN502	15	✓
Academic Practice 5KNINM501	15	✓
Professional Development 5KNINM08	30	✓
Optional modules*	30	✓
<b>TOTAL</b>		<b>120</b>

\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Cancer Care

### PROGRAMME OUTLINE

The cancer nursing programme has been developed in response to changes within clinical practice which has seen an exponential growth in research-based knowledge around cancer, its treatment and the nursing interventions which make a significant contribution to the expert care of this client group.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Cancer Care: Diagnosis & Treatment 6KNIS318	15	✓	✓
Professionally relevant clinical modules*	30	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
Optional modules**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Cardiac Nursing

### PROGRAMME OUTLINE

This programme has been developed in close partnership with senior cardiac practitioners to ensure that it meets the needs of those working in specialist cardiac settings.

Module	Credits	Graduate Certificate	BSc (Hons)
Cardiac Nursing: Principles and Practice 6KNIR304	15	✓	✓
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	30	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
Optional modules**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Children's Nursing

### PROGRAMME OUTLINE

Children's nurses work in a variety of healthcare settings, with both well and sick children. The BSc Children's Nursing programme is flexible, to enable children's nurses to gain and develop skills and knowledge within the context of their own practice area.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*		✓ (30)	✓ (45)
One optional module**	15	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Critical Care

### PROGRAMME OUTLINE

The critical care degree programme is designed to extend practitioners' skills in critical care nursing, enabling them to meet the challenges of nursing critically ill patients.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*		✓ (30)	✓ (45)
One optional module**	15	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforcourse](http://www.kcl.ac.uk/nursing/searchforcourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforcourse](http://www.kcl.ac.uk/nursing/searchforcourse)

## BSc (Hons) Evidence-Based Psychosocial Interventions for Psychosis

### PROGRAMME OUTLINE

The programme is open to mental health professionals from all disciplines and care settings. It allows practitioners to develop the knowledge and skills required to deliver evidence-based psychosocial interventions for people who have psychotic illnesses, and to maintain an up to date knowledge of developments in the knowledge base that supports these interventions.

Module	Credits	Graduate Certificate	BSc (Hons)
Mental Health: Core Skills 6KNIN364	15	✓	✓
Evidence-Based Practice 6KNIO319	15	✓	✓
Options from the fixed choice menu*		✓ (30)	✓ (60)
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For the fixed choice menu please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforcourse](http://www.kcl.ac.uk/nursing/searchforcourse)



*I chose King's because I heard that it had a good reputation and produces outstanding graduates. The teaching was exceptional as it pushes you to achieve the best in both your work and performances. I work as a kidney recipient transplant coordinator at King's College Hospital, caring for and getting patients fit for transplantation. As part of my BSc in Critical Care at King's, I focused my dissertation on the shortage of organ donation to gain in-depth knowledge of the related issues that affects organ donation within the black minority ethnic populations. This has enabled me to analyse the social and cultural reasons that affect people's decision to donate and look at ways to influence behaviour/attitudes to encourage organ donation. I now plan to roll out the research from my BSc onto a Masters' programme at King's.*

Sonia Clarke-Swabey (Alumna)  
BSc (Hons) Critical Care

## BSc (Hons) Gastrointestinal Nursing

### PROGRAMME OUTLINE

The gastrointestinal nursing programme has been designed for practitioners wishing to specialise in the field of gastrointestinal nursing. This clinically focused programme aims to provide sound theoretical underpinnings and extend the depth of clinical knowledge on which to base specialist practice in gastrointestinal nursing.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	45	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
One optional module**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Haemato-oncology

### PROGRAMME OUTLINE

The haemato-oncology nursing programme offers a unique combination of modules which can be taken as part of a Graduate Certificate, BSc or on a free-standing basis. It provides in-depth knowledge of haemato-oncological conditions, their treatments, and the impact on the patient and family.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Haemato-oncology Practice 6KNIS311	15	✓	✓
Haemopoietic Stem Cell Transplant 6KNI5600	15	✓	✓
Professionally relevant clinical modules*	15	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
Optional modules**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Independent Practice

### PROGRAMME OUTLINE

This programme is designed to meet the needs of a range of nurses who wish to work towards an independent level of practice within a variety of primary and secondary care settings. The programme allows for a number of optional modules to be taken in conjunction with core modules, so that nurses can tailor their learning to meet the needs of current and developing independent nursing roles.

### NURSE PRACTITIONER ROUTE

This route is aimed at practitioners who independently assess and manage client care without reference to medical staff. This will usually be in an environment offering immediate access to patients with undiagnosed problems e.g. general practice, minor injury/treatment units, walk-in centres or other relevant practice settings.

Module	Credits	BSc (Hons)
Advanced Assessment Skills for Non-medical Practitioners 6KNIN608	30	✓
Evidence-Based Practice 6KNIO319	15	✓
Student Project 6KNIN320	30	✓
Optional modules*	45	✓
<b>TOTAL</b>		<b>120</b>

\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

### COMMUNITY MATRON/CASE MANAGEMENT ROUTE

The route provides a vehicle for experienced nurses to meet the Skills for Health community matron/case management competencies.

Module	Credits	BSc (Hons)
Advanced Assessment Skills for Non-medical Practitioners 6KNIN608	30	✓
Evidence Based-Practice 6KNIO319	15	✓
Long Term Conditions and Case Management 6KNIA317	15	✓
Prescribing for Nurses and Midwives 6KNIO760	60	✓
<b>TOTAL</b>		<b>120</b>

## BSc (Hons) Mental Healthcare

### PROGRAMME OUTLINE

The programme aims to assist mental health practitioners to enhance their knowledge and skills in assessing and addressing the mental/physical health needs of people with a wide range of mental health problems and to enhance their skills in critical analysis, problem-solving and implementing evidence-based practice.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	45	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
One optional module**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Midwifery

### PROGRAMME OUTLINE

The midwifery programme and modules aim to meet the on-going professional development needs of midwives in order for them to work effectively within a rapidly changing environment.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	45	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
One optional module**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professionally relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)



## BSc (Hons) Neonatal Nursing

### PROGRAMME OUTLINE

The BSc Neonatal Nursing allows practitioners to develop and advance the care of neonates within their own health setting, this occurs by allowing the student the flexibility to consider the needs of the baby in special and high dependency care and/or NICU depending on the practitioners' own area of work.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	30	✓	✓
Optional modules**		✓ (15)	✓ (30)
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Nursing Practice

### PROGRAMME OUTLINE

The BSc (Hons) Nursing Practice is aimed at practitioners working in a wide range of clinical specialities who are committed to advancing and transforming their professional practice, to enable them to make a difference to excellence in healthcare delivery.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*		✓ (45)	✓ (60)
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professionally relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Nursing Studies/ BSc (Hons) Nursing Studies (International)

### PROGRAMME OUTLINE

This full-time programme aims to offer qualified nurses a comprehensive research based nursing education at degree level and encourage critical analysis of professional practice.

Module	Credits	BSc (Hons)
Evidence-Based Practice 6KNIO319	15	✓
Research Methods 6KNINM02	15	✓
Dissertation in Healthcare 6KNIN360	45	✓
Optional modules*	45	✓
<b>TOTAL</b>		<b>120</b>

\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

Please note some modules may be excluded if there is a need to be working in clinical practice.

## BSc (Hons) Palliative Care Nursing

### PROGRAMME OUTLINE

The palliative care programme offers a unique combination of modules which can be taken as a degree or as free-standing modules by practitioners who have an interest in symptom assessment and management in both malignant and non-malignant disease, in addition to those caring for the terminally ill.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Generic Palliative Care 6KNIS320	15	✓	✓
Professionally relevant clinical module from a specified selection*	30	✓	✓
Optional modules**			✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Primary Care

### PROGRAMME OUTLINE

The programme provides a robust learning opportunity for students to be 'fit for purpose', with the skills and knowledge to coordinate care delivery, case manage clients with long-term conditions, work in partnership with other agencies and become independent learners committed to the development of themselves and others.

Module	Credits	Graduate Certificate	BSc (Hons)
Advanced Assessment for Non-medical Practitioners 6KNIN608	30	✓	✓
Long Term Conditions and Case Management 6KNIA317	15	✓	✓
Evidence-Based Practice 6KNIO319	15	✓	✓
Student Project 6KNIN320	30		✓
Optional modules*	30		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## BSc (Hons) Specialist Community Public Health Nursing

### PROGRAMME OUTLINE

This programme (full-time one year or part-time up to five years) offers nurses and midwives the opportunity to develop skills and competencies required for specialist community public health nursing.

### SCHOOL HEALTH ROUTE

This route provides practitioners with the skills and knowledge to develop and deliver public health interventions to the school population. An evidence-based approach will be taken to the development of practice at clinical and strategic level.

### HEALTH VISITING ROUTE

Family centred public health is at the core of this route. Practitioners will be prepared to develop and deliver evidence-based interventions to children, families and communities.

Module	Credits	BSc (Hons)
SCPHN Professional Portfolio	30	✓
Child Protection: Effective Practice 6KNIF309	15	✓
Evidence-Based Practice 6KNIO319	15	✓
Leadership in Public Health Nursing	15	✓
Prescribing module (Health Visitor) or CAHMS: Assessment (School Nurses)	15	✓
Student Project 6KNIN320	30	✓
<b>TOTAL</b>		<b>120</b>

## BSc (Hons) Women's Health

### PROGRAMME OUTLINE

The programme aims to enhance practitioners' ability to provide, evaluate and promote evidence-based care that ultimately improves the health and well-being of women across the lifespan.

Module	Credits	Graduate Certificate	BSc (Hons)
Research Methods 6KNINM02 or Evidence-Based Practice 6KNIO319	15	✓	✓
Professionally relevant clinical modules*	45	✓	✓
Health Policy and Professional Practice 6KNIN324	15		✓
Student Project 6KNIN320	30		✓
Optional module**	15		✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>

\*For a list of professional relevant clinical modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

\*\*For a list of optional modules please visit our search for a course directory at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## Graduate programmes



*I am delighted to be able to oversee a raft of exciting master's programmes within the School of Nursing & Midwifery. I myself came to King's in the early 1990s as a master's student. After 20 years in clinical practice, spent mainly in primary care, I was attracted to the MSc programme at King's because of the College's reputation for research. Today the number of programmes has increased to meet the complexity and diversity of healthcare provision, and research has been fully accepted as an essential element of healthcare practice. I am pleased to say that research and the appraisal of evidence remain core to all of our programmes whether concerned with advanced clinical practice and leadership roles or in the field of education for healthcare professionals.*

Dr Margaret Edwards (Staff)  
Head of Graduate Studies (Taught Programmes)

For over 20 years King's College London has remained a market leader in the provision of high quality masters programmes for nurses, midwives, pharmacists, dentists, doctors, health service managers and allied health professionals. Whether you pursue a taught programme or research, King's offers intellectual stimulation from studying with some of the world's leading academics in their fields.

Masters programmes have evolved to reflect the changing needs of the health service and the expanding roles of health professionals. Care has been taken to ensure that the pursuit of excellence in teaching and research has not been compromised by structural changes which reflect the needs of an increasingly busy workforce, operating in highly complex clinical and managerial settings.

Graduate students in nursing and midwifery benefit from the services offered by King's College London's Graduate School, which provides a supportive framework for all graduate programmes across King's, and our students are encouraged to access the training opportunities available.

Students may exit at intermediate points with either a postgraduate certificate or diploma, depending on their programme of study. It is recognised that students often come to King's having already achieved much learning since their first degree so it is possible to incorporate prior learning into the MSc programme. The learning outcomes of all modules have been mapped against the Knowledge and Skills Framework in order to help practitioners working in the NHS identifying the learning required to develop their careers. The availability of practice portfolio modules allows practitioners to demonstrate their advanced and specialist levels of clinical practice while gaining academic credit.

### How to apply

You can apply using our online application form, available from <https://myapplication.kcl.ac.uk>. Your referees can also use our online 'Referee Portal' to submit your references. The closing date for applications is four weeks before the start of term one. However, early application is strongly recommended.

### SECTION 6 OF THE APPLICATION FORM

Applicants must indicate the pathway and/or options that interest them and give details of any King's modules that they have already studied if they wish to incorporate them in to the programme (include module name and module code, date completed, grade and credits gained).

### Entry requirements

Applicants should, in general, be working in a practice role, which involves regular patient/client contact. The School cannot arrange clinical placements. The normal entry requirement for graduate study is a good first degree (minimum second class honours or equivalent). Applicants with other backgrounds or qualifications, including those without a first degree may sometimes be considered. Those who do not meet the normal entry requirements and those with only the minimum academic standard should pay particular attention when preparing their supporting statement and CV. This might include publications, preparation of substantial reports or active participation in funded research. IELTS 6.5 or equivalent is required for international candidates whose first language is not English.

### TERM DATES

#### TERM 1

Enrolment week begins: 19 September 2011  
Teaching: 26 September – 16 December 2011  
Closing date for applications: 25 August 2011

#### TERM 2

Enrolment week begins: 2 January 2012  
Teaching: 9 January – 30 March 2012

#### TERM 3

Enrolment week begins: 16 April 2012  
Teaching: 23 April – 13 July 2012

### Contact details

Further information on graduate study for qualified healthcare professionals and programme leaders contact details can be found at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

For advice on the best options for you contact:  
Dr Margaret Edwards  
Head of Graduate Studies (Taught Programmes)  
Tel: +44 (0)207 848 3208  
Email: [margaret.edwards@kcl.ac.uk](mailto:margaret.edwards@kcl.ac.uk)

## MSc, PG Dip and PG Cert Advanced Practice/Advanced Practice (Generic and Specialist Pathway)

### PROGRAMME OUTLINE

This programme is intended for experienced healthcare practitioners who are seeking to advance their clinical practice, enhance their knowledge of research and evidence-based healthcare and develop their roles. It is suitable for practitioners, educators and managers from many healthcare disciplines who are developing autonomous practice, supporting educational and practice development or exercising clinical leadership. Practitioners may opt to join a generic or specific pathway.

### DESCRIPTION

Students study core modules in evidence-based practice and healthcare research. They will devise a programme of study by choosing options to meet their own needs and interests in tandem with compulsory core modules.

It is possible to choose from a range of options including: specialist practice portfolios, advanced assessment skills, clinical specialties, health policy and NHS reform, leadership, long term conditions and case management, prescribing (for eligible practitioners), teaching and learning in practice.

A maximum of two specialist practice portfolios can be used to demonstrate learning from other sources, for example individual study days or in service training. Specialist pathways are available for the following areas:

- Cancer Nursing
- Cardiac Care
- Child Healthcare
- Critical Care
- Diabetes Care
- Dermatology
- Gastrointestinal Nursing
- Leadership
- Midwifery
- Neuroscience Care
- Palliative Care
- Primary Care Nurse Practitioner/Community Matron/Case Manager
- Specialist Community Public Health Nursing
- Women's Healthcare

Module	Credits	PG Cert	PGDip	MSc
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700*	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### GENERIC PATHWAY

#### PROGRAMME FORMAT AND ASSESSMENT

The programme begins in late September and is available in either full or part-time modes although most specialist pathways are only available part-time. Taught elements are a mixture of one day per week attendance and study blocks although students may elect to study more intensively. Students select from modules rated at 15, 30 or 60 credits. Students may elect to undertake one or more practice portfolios (15 credits each) where practice accounts are used to demonstrate specialist or advanced practice. Students gain sufficient credits for a postgraduate certificate (60 credits) in a single year of study and a diploma in the second year (120 credits), although faster progress may be possible depending on the options chosen. All students are initially enrolled onto the postgraduate certificate and may elect to exit the programme at intermediate points provided that they have gained sufficient credits and have successfully completed the core modules.

Students who have already studied clinically focused undergraduate (level 6) or postgraduate (level 7) modules at King's may incorporate these into this programme. Modules studied elsewhere may be incorporated through accreditation of prior certificated learning (subject to a successful accreditation claim for which an additional fee may be payable).

### FUNDING

Funding may be available through employer sponsorship, charitable trusts or self-funding. This programme is available under the School's training contract with NHS London for post-registration education for nursing and allied health professionals.

## ADVANCED PRACTICE SPECIALIST PATHWAYS

### MSc, PG Dip, PG Cert Advanced Practice Cancer Nursing (part-time)

#### PROGRAMME OUTLINE

This pathway is designed to build upon the skills and knowledge of nurses with some experience of cancer care and will enable them to lead the development and delivery of innovative cancer nursing practice. It is designed to equip practitioners to take forward innovations in care and service delivery, acknowledging the central position of nursing in cancer care and its potential to influence care. The pathway would be especially useful for practitioners who intend to become, or are already working as a clinical nurse specialist and are keen to develop services for people with cancer, and those engaged in advanced cancer nursing practice.

Module	Credits	PG Cert	PGDip	MSc
Developing Cancer Nursing Practice 7KNIM706	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Cardiac Care (part-time)

#### PROGRAMME OUTLINE

This pathway is designed for experienced cardiac care practitioners who wish to advance their clinical practice, develop their professional career and enhance their knowledge of research and evidence-based healthcare. The programme builds on existing skills and experience to enable practitioners to lead and support the development and subsequent delivery of evidence-based practice. The pathway will provide the opportunity to develop an advanced understanding of cardiac disease and treatment, applying it to advanced care modalities in the spheres of cardiac care. By application of research methodology and evidence-based principles, the pathway will enhance practitioners' skills in these areas.

Module	Credits	PG Cert	PGDip	MSc
Cardiac Care – Advanced Practice 7KNIM715	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Child Healthcare (part-time)

#### PROGRAMME OUTLINE

This pathway is designed for experienced child healthcare practitioners who wish to advance their clinical practice, develop their professional career and enhance their knowledge of research and evidence-based healthcare. The programme builds on existing skills and experience to enable the student to lead and support the development and subsequent delivery of evidence-based practice. In addition to developing a critical understanding of research methods and methodologies, the use of theoretical concepts from nursing and other disciplines are explored and the generation of researchable questions are identified in order to develop a scientific basis for examining child healthcare. This is a suitable programme for practitioners from a wide variety of child healthcare areas.

Module	Credits	PG Cert	PGDip	MSc
Child Healthcare – Advancing Practice 7KNIP0185	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Critical Care (part-time)

#### PROGRAMME OUTLINE

This pathway is designed for experienced critical care practitioners who wish to advance their clinical practice, develop their professional career and enhance their knowledge of research and evidence-based healthcare. The programme builds on existing skills and experience to enable the student to lead and support the development and subsequent delivery of evidence-based practice. It will enable participants to develop a critical understanding of research methods and methodologies, use theoretical concepts from nursing and other disciplines to generate researchable questions focused around critical care, develop a scientific basis for examining critical care practice, use the skills of critical reflection and understand the political context of healthcare and how it influences practice. It is a suitable programme for practitioners from a wide variety of critical care areas.

Module	Credits	PG Cert	PGDip	MSc
Critical Care (Policy and Practice) 7KNIM119	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Dermatology (part-time)

*In collaboration with St John's Institute of Dermatology*

#### PROGRAMME OUTLINE

This pathway is designed for all healthcare professionals seeking to develop enhanced theoretical and clinical skills in dermatology. The programme builds on existing skills and experience to enable the student to lead and support the development, and subsequent delivery, of evidence-based practice. The use of theoretical concepts from nursing and other disciplines are explored and the generation of researchable questions are identified in order to develop a scientific basis for examining dermatology healthcare. The dissertation will focus on dermatology. This programme is suitable for practitioners from a wide range of areas within dermatology.

Module	Credits	PG Cert	PGDip	MSc
Dermatology Care 7KNIP034	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Diabetes Care (part-time)

#### PROGRAMME OUTLINE

This pathway is designed for all healthcare professionals seeking to develop enhanced theoretical and clinical skills in diabetes care and will enable practitioners to become leaders in this field. The programme of education provided encompasses a range of specific diabetes modules and also incorporates a research-based training. For this pathway, the training will focus on diabetes related topics and will include the core modules as shown below. The dissertation will focus on diabetes.

Module	Credits	PG Cert	PGDip	MSc
Diabetes Care: Theoretical and Practical Aspects 7KNIM710 or Diabetes in Primary Care 6KNIN363	15 30	✓	✓	✓
or Diabetes Care: Psychological Interventions 7KNIM721	15			
or Diabetes Care: Education and Management Skills 7KNIM718	15			
or Diabetes Care: Intensive Insulin Therapy 7KNIP029	15			
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700*	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Gastrointestinal Nursing (part-time)

#### PROGRAMME OUTLINE

This pathway is designed for clinically based experienced healthcare professionals specialising in gastrointestinal disorders, who are seeking to extend and expand their clinical practice and develop their professional role. Extensive previous clinical experience is assumed. This pathway aims to provide sound theoretical underpinnings and extend the depth of clinical knowledge on which to base advanced practice in gastrointestinal nursing. Clinical options for this module take place at St Mark's Hospital, Harrow, whilst the remainder of taught study is at the Waterloo Campus.

Module	Credits	PG Cert	PGDip	MSc
Gastrointestinal Nursing: Advancing Practice 7KNIM132	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Leadership (part-time)

#### PROGRAMME OUTLINE

This programme aims to help those working in management or leadership roles in healthcare organisations to become familiar with the origins, mechanisms and implications of the current health and social care modernisation programme and to assess future policy-making processes in relation to the NHS and broader public services. In addition, students will learn theories of leadership in a range of contexts and develop an enhanced personal repertoire of leadership styles and skills. A distinctive feature of the programme is the range of learning techniques used including individual group work and experiential learning.

Module	Credits	PG Cert	PGDip	MSc
Leadership in Health and Social Care 7KNIM704	15	✓	✓	✓
Developing Professional Leadership 7KNIM124	15	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Midwifery (full-time/part-time)

#### PROGRAMME OUTLINE

The aim of this programme is to equip students with an understanding of international, political, social and ethical issues of reproduction.

The pathway provides students with the opportunity to examine the evidence base for maternity policy and practice.

Module	Credits	PG Cert	PGDip	MSc
Maternity Service Leadership and Delivery 7KNIM141	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Neuroscience Care (part-time)

#### PROGRAMME OUTLINE

This pathway aims to build on practitioners' neuroscience practice experience and equip them with the critical thinking skills to evaluate issues related to neuroscience services, policy and clinical practice.

The programme provides opportunities to acquire the requisite knowledge and expertise to meet the challenges of ever-expanding role responsibilities in practice within a neuroscience care setting. The programme also encourages development of a critical understanding of the theoretical and evidence-based underpinnings of specialist practice, health policy, health economics and ethical and legal challenges facing advanced neuroscience practitioners. It also allows students to develop skills of critical reflection and to understand the political context of healthcare and how it influences practice. It is a suitable programme for practitioners from a wide variety of neuroscience care areas, for example neurological and neurosurgical units, intensive care units, stroke units, spinal injuries unit, neurological rehabilitation departments, and primary long term care settings for people with neurological problems.

Module	Credits	PG Cert	PGDip	MSc
Neuroscience Care – Advanced Practice 7KNIM716	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Palliative Care (part-time)

#### PROGRAMME OUTLINE

This pathway is designed to build upon the skills and knowledge of nurses with some experience of palliative care and will enable them to lead the development and delivery of innovative palliative care nursing practice. It is designed to equip practitioners to take forward innovations in care and service delivery, acknowledging the central position of nursing in palliative care and its potential to influence care. The pathway would be especially useful for practitioners who intend to become, or are already working as, a clinical nurse specialist and are keen to develop services for people with palliative care needs, and those engaged in advanced palliative care nursing practice.

Module	Credits	PG Cert	PGDip	MSc
Palliative Care: Advancing Nursing Practice	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

### MSc, PG Dip, PG Cert Advanced Practice Primary Care Nurse Practitioner/Community Matron/Case Manager (part-time)

#### PROGRAMME OUTLINE

These pathways are suitable for experienced community nurses who are developing autonomous practice, supporting educational and practice development or exercising clinical leadership.

#### PRIMARY CARE NURSE PRACTITIONER

Module	Credits	PG Cert	PGDip	MSc
Advanced Assessment Skills for Non-Medical Practitioners 7KNIP030	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

#### COMMUNITY MATRON/CASE MANAGER

Module	Credits	PG Cert	PGDip	MSc
Advanced Assessment Skills for Non-Medical Practitioners 7KNIP030	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Long Term Conditions and Case Management 7KNIM708	15	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.

**Note:** Prescribing for Nurses and Midwives (7KNIP016) is taken as a stand-alone module to meet Community Matron competencies.

## PGDip Advanced Practice Specialist Community Public Health Nursing

### PROGRAMME OUTLINE

This programme (full-time one year or part-time up to five years) offers nurses and midwives the opportunity to develop skills and competencies required for specialist community public health nursing. On completion of the programme, students will be knowledgeable specialist practitioners in one of the two areas of community and public health nursing, health visiting (HV) or school nursing (SN).

### SCHOOL HEALTH ROUTE

The route provides practitioners with the skills and knowledge to develop and deliver public health interventions to the school population. An evidence-based approach will be taken to the development of practice at clinical and strategic level.

### HEALTH VISITING ROUTE

Family centred public health is at the core of this route. Practitioners will be prepared to develop and deliver evidence-based interventions to children, families and communities.

Module	Credits	PG Dip
Principal Methods for Healthcare Research 7KNIM700	15	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110	30	✓
SCPHN Professional Portfolio	30	✓
Leadership in Public Health Nursing	15	✓
Child Protection: Effective Practice 6KNIF309	15	✓
Prescribing module (Health Visitor) or CAHMS: Assessment (School Nurse)	15	✓
<b>TOTAL</b>		<b>120</b>

## MSc, PG Dip, PG Cert Advanced Practice Women's Healthcare (part-time)

### PROGRAMME OUTLINE

This pathway offers practitioners an opportunity to develop and enhance specialist clinical skills in sexual and reproductive health assessment, screening, contraception, sexually transmitted infection management and communication and leadership, in order to provide a more comprehensive and easily accessible reproductive and sexual health service. Practitioners will also increase their knowledge and critical understanding of the socio-political context of women's lives and health experiences, appraise their role as advocates for women and gain in-depth knowledge of research methods and evidence-based healthcare to support the formulation, implementation and evaluation of policies.

Module	Credits	PG Cert	PGDip	MSc
Social and Political Dimensions of Women's Healthcare 7KNIP011	30	✓	✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110*	30	✓	✓	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Option(s)		✓	✓	✓
Dissertation 7KNIM725**	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

\*Students may take either Evidence-Based Decision-Making in Healthcare or Principal Methods for Healthcare Research for the award of a PG Certificate.

\*\*Students who wish to undertake an Empirical Study or a Service Development Project are required to take Issues in the Conduct of Healthcare Research (15 credits) or Professional Development and Organisational Change (15 credits) respectively.



*I have enjoyed the fantastic resources that are available at King's. It has been great to see the quality of the teachers, knowing that they have such a great experience in their speciality fields. It is also a joy to be able to study with such a quality group of students. Having the mixed master's and doctorate students makes discussions very interesting as people may be at different levels of education and knowledge and can learn from one another. I would highly recommend attending King's mainly due to the high quality of teaching and the quality of the other resources available. King's College London will look very good on your CV!*

Anele Waters (Student)  
MRes Health & Social Care

## OTHER GRADUATE PROGRAMMES

### Postgraduate Certificate in Health Studies

#### EDUCATIONAL AIMS OF THE PROGRAMME

This programme is available to students who wish to acquire knowledge and skills at Masters' level, in order to perform specific practice and management roles. Students who enrol for the postgraduate certificate may choose any combination of health and social care related modules to a total value of 60 credits. The programme may also be accessed by non-healthcare professionals who have an interest in the study of health.

Completing students may gain advanced standing for entry to further MSc programmes within the School. The postgraduate certificate is available in full and part-time modes. The minimum period of study is three months.

### MSc, PG Dip, PG Cert Clinical Nursing (full-time international)

#### PROGRAMME OUTLINE

The overall aim of this programme of study is to enable international students who are qualified nurses to acquire advanced understanding, knowledge and skills to deliver, manage, develop and research healthcare practice and education in a setting outside the UK. The programme aims to support students as they progress to senior practitioner level and beyond, providing a framework within which they can acquire and demonstrate both generic transferable competencies and those specific to their area of practice. The programme builds on students' existing skills and experience to enable them to lead and support the development and subsequent delivery of evidence-based practice. Students study core modules in evidence-based practice and healthcare research and devise an individually tailored programme of study by choosing options to meet their needs and interests in tandem with the compulsory core modules.

Module	Credits	PG Cert	PGDip	MSc
Advanced Assessment Skills for Non-Medical Practitioners 7KNIP030	30		✓	✓
Developing Professional Leadership 7KNIM124	15		✓	✓
Evidence-Based Decision-Making in Healthcare 7KNIM110	30	✓	✓	✓
Option(s)		✓ (15)	✓ (30)	✓ (30)
Principal Methods for Healthcare Research 7KNIM700	15	✓	✓	✓
Dissertation 7KNIM725	60			✓
<b>TOTAL</b>		<b>60</b>	<b>120</b>	<b>180</b>

## MSc Education for Healthcare Professionals MSc Education for Healthcare Professionals (International)

### PROGRAMME OUTLINE

This programme is designed for those engaged in healthcare practice education, whether as lecturers or as practitioners. It aims to develop an expert understanding of the principles of teaching and learning and the application of these within the practice setting. The programme is offered to all healthcare professionals and is accredited by the Higher Education Academy. For those registered with the Nursing and Midwifery Council, the programme incorporates the Practice Teacher and Teacher qualifications. In order to meet the learning outcomes for the Practice Teacher qualification students must spend a minimum of 24 days in the practice setting. For the teacher qualification and Fellowship of the Higher Education Academy a minimum of 60 days must be spent in a teaching environment. For international students this will be facilitated with the School.

Students, particularly those from overseas who intend to pursue doctoral studies outside the United Kingdom, may wish to take the International Education for Healthcare Professionals programme which is run over two full years and complies with the Bologna process for second cycle studies. The second full-time year may be spent predominantly in the student's home country. For international students arrangements can be made to facilitate the learning in the workplace days within the College at an additional cost.

Module	Credits	MSc
Teaching and Learning for Healthcare Professionals 7KNIP038	45	✓
Principal Methods for Healthcare Research 7KNIM700	15	✓
Evidence-Based Decision-Making in Healthcare 7KNIM10	30	✓
Optional modules	30 (90 international)	✓
Dissertation 7KNIM725	60	✓
<b>TOTAL</b>		<b>180</b>

## MRes Health & Social Care (one year full-time, two years part-time) MRes Health & Social Care (International – two years full-time)

### PROGRAMME OUTLINE

The MRes in Health & Social Care provides multi-disciplinary training in research methods within the field of health and social care. It is designed as foundational research training for individuals from the healthcare disciplines who wish to pursue a career in research or develop a clinical academic career. Students, particularly those from overseas who intend to pursue doctoral studies outside the United Kingdom, may wish to take the international MRes Health & Social Care programme which is run over two years and complies with the Bologna process for second cycle studies. The second full-time year may be spent predominantly in the student's home country.

The programme(s) enables students to acquire knowledge of, accumulate experience in, and develop skills relating to, a wide spectrum of research methodologies and in critical analysis. Students study core modules in healthcare research, evidence-based decision-making and theories and perspectives in health and social care. There is opportunity to study particular research methodologies in-depth through undertaking advanced courses in quantitative and qualitative research methods. The programme culminates in the completion of a substantial research project with one-to-one supervision and group seminar support.

MRes in Health & Social Care can be completed as a qualification in itself or incorporated into a four-year PhD programme.

Module	Credits	MRes
Advanced Quantitative Methods 7KNIP042	30	✓
Advanced Qualitative Methods 7KNIP036	30	✓
Issues in the Conduct of Healthcare Research 7KNIM701	15	✓
Evidence-Based Decision-Making in Healthcare 7KNIM10	30	✓
Optional module	15	✓
Dissertation 7KNIM725	60	✓
<b>TOTAL</b>		<b>180</b>

## Doctoral programmes



*Successfully completing the journey of a postgraduate research student requires sustained commitment, enthusiasm and motivation. To this end, postgraduate research students in the School of Nursing & Midwifery join a vibrant and intellectually stimulating environment with a global reputation for excellence in teaching and research. Staff involved in the postgraduate research degree programmes are committed to supporting students and to ensuring that the balance of rigorous study and professional and personal life should not be incompatible. I am an alumna of King's, having undertaken my PhD as a part-time student in the School of Nursing & Midwifery. I can testify that a combination of sound academic supervision, opportunities to engage in a rich portfolio of development opportunities offered by the School, Graduate School and the College, as well as the opportunity to be part of a vibrant community of postgraduate research students, will afford students an exciting and rewarding research programme.*

Dr Joanne Fitzpatrick (Staff)  
Head of Graduate Research Studies

The Florence Nightingale School of Nursing & Midwifery is regarded as a centre of excellence for nursing and midwifery, achieving high scores in research and teaching quality assessments. The first MPhil/PhD students enrolled in the late 1970s and since then, the School has expanded steadily its range of high quality graduate education programmes, to meet the needs of increasingly well-educated healthcare professionals, who wish to continue their education to support and develop their careers.

### How to apply for the MPhil and PhD programmes

Applicants should normally hold an upper second class undergraduate degree and a Masters degree obtained from a UK university or an overseas qualification of equivalent standard. Students who do not have English as a first language must achieve a minimum IELTS score of 6.5 overall; with a minimum of 6.0 in all skills.

You can apply using our online application form, available from [www.kcl.ac.uk/gradapply](http://www.kcl.ac.uk/gradapply). Your application should include an outline research proposal and curriculum vitae (CV). Shortlisted applicants will be interviewed by two members of academic staff, one of whom may be a potential supervisor, either in person or, if this is not possible, via an alternative means. Entry to the programmes is in September and January. You are advised to apply by June for the September intake and by October for the January intake. Once you have applied using the online application form you can check the status of your application by logging into 'MyApplication'.

You may be required to take and pass particular taught modules as a requirement for continued registration; any such conditions will be discussed with you fully.

### How to apply for the Doctorate in Healthcare (DHC) programme

Applicants for admission to the degree of Doctorate in Healthcare (DHC) should normally hold a minimum of a Master's degree obtained from a UK university or an overseas qualification of equivalent standard. In addition, they will normally be expected to:

- have a minimum of two years professional experience in healthcare following registration.
- demonstrate a portfolio of career-long learning, experience, research and formal education.

You can apply using our online application form, available from <https://myapplication.kcl.ac.uk>. In addition, applicants are required to submit a curriculum vitae (CV) detailing relevant professional and academic experience.

The closing date for applications is 18 June 2011 for commencement of study in September 2011. Shortlisted candidates will be interviewed.

### Contact details

For further information and advice please contact:  
Dr Joanne Fitzpatrick  
Head of Graduate Research Studies  
Tel: +44 (0)207 848 3206  
Email: [joanne.fitzpatrick@kcl.ac.uk](mailto:joanne.fitzpatrick@kcl.ac.uk)



*The School is partnered with some of the leading NHS Trusts in the country, which has allowed exposure to leading edge clinical practice and research. Moreover, being part of an international, multicultural community of students and appreciating the value of diversity in opinions and perspectives has been very enriching. The School was recommended to me some time ago as the best place for studying nursing and midwifery. After experiencing it for myself, I can understand why and I can recommend it to anyone who is interested in unleashing their true academic potential.*

Andreas Xyrichis (Alumnus)  
Nursing Research PhD

### **MPhil and PhD Nursing Research/Midwifery Research/Health Studies Research**

The MPhil and PhD programmes aim to prepare students to be knowledgeable and competent researchers who are able to apply their skills in further research and thereby contribute to the research base for healthcare practice. The objectives are to:

- maximise the accomplishment and quality of postgraduate research
- open intellectual and investigative doors to students
- widen student's career opportunities

#### **RESEARCH TRAINING AND SUPPORT**

Research project work constitutes the major training component of the MPhil and PhD degrees. To this end, research supervision is provided by expert faculty, with each student being allocated a principal and second supervisor. Additionally, research training for MPhil/PhD students in the School is provided through advanced quantitative and qualitative research methods modules, a programme of master classes, and annual research symposia. Lectures on Masters level modules offered by the School may be open to research students, numbers permitting. The Graduate School Researcher Development Programme also offers a range of stimulating development opportunities for students from various disciplines to learn together. Thus the training of each student involves a tailored programme of individual supervision and specific knowledge and skills instruction.

#### **DURATION AND ASSESSMENT**

Students admitted to the programme are registered initially for the degree of MPhil. Transfer to the PhD programme depends upon a successful upgrade examination, within one year of registration for full-time students and two years of registration for part-time students. The purpose of the upgrade examination is to confirm the research abilities and achievements of the student, and the potential for the student to produce research of the required standard and submit the thesis within the required timescale.

The PhD programme should normally be completed within three years by full-time students and six years by part-time students. The MPhil programme should normally be

completed within two years by full-time and four years by part-time students. The PhD and MPhil degrees are assessed by a thesis and an oral examination.

### **Doctorate in Healthcare (DHC)**

The Doctorate in Healthcare (DHC) offers experienced, well-qualified healthcare professionals an opportunity to pursue doctoral level studies via a programme that is relevant to their professional interests. The programme constitutes the same level of intellectual demand as the PhD degree, but includes a formal taught component in addition to a research-based thesis, thereby enabling healthcare professionals who do not wish to undertake a purely research-based degree to gain a Doctorate level qualification. The DHC programme aims to prepare candidates to be leaders in areas such as practice, research, management and education in their prospective discipline and thereby shape practice.

#### **PROGRAMME FORMAT AND ASSESSMENT**

The programme extends over a maximum period of seven years. The entry date is September each year.

#### **TAUGHT COMPONENT**

The taught component spans two years and comprises the following modules: Philosophical & Theoretical Perspectives of Healthcare; Advanced Quantitative Research Methods; Advanced Qualitative Research Methods; Specialist Practice Portfolio in Healthcare; Organisational Development in the Public Sector; Developing a Research Proposal.

#### **RESEARCH-BASED THESIS**

This component is the endpoint to which the taught modules have been geared. It involves an empirically-based study in the student's own specialist topic area. It contributes to the student's knowledge about being a professional and provides an opportunity to explore in-depth particular aspects that are of interest. The resulting thesis is a minimum of 25,000 and up to 55,000 words. Students may not submit the thesis until the taught component of the degree is successfully completed. The thesis is the focus of an oral examination for the Doctorate. In addition, students need to demonstrate in writing and discussion how their thinking has developed through the programme leading to the writing of the thesis.

**ATTENDANCE****TAUGHT MODULES**

The pattern of study for the taught modules is a series of two day blocks in each term. A timetable of dates for the academic year is issued to students in advance of commencing on the programme.

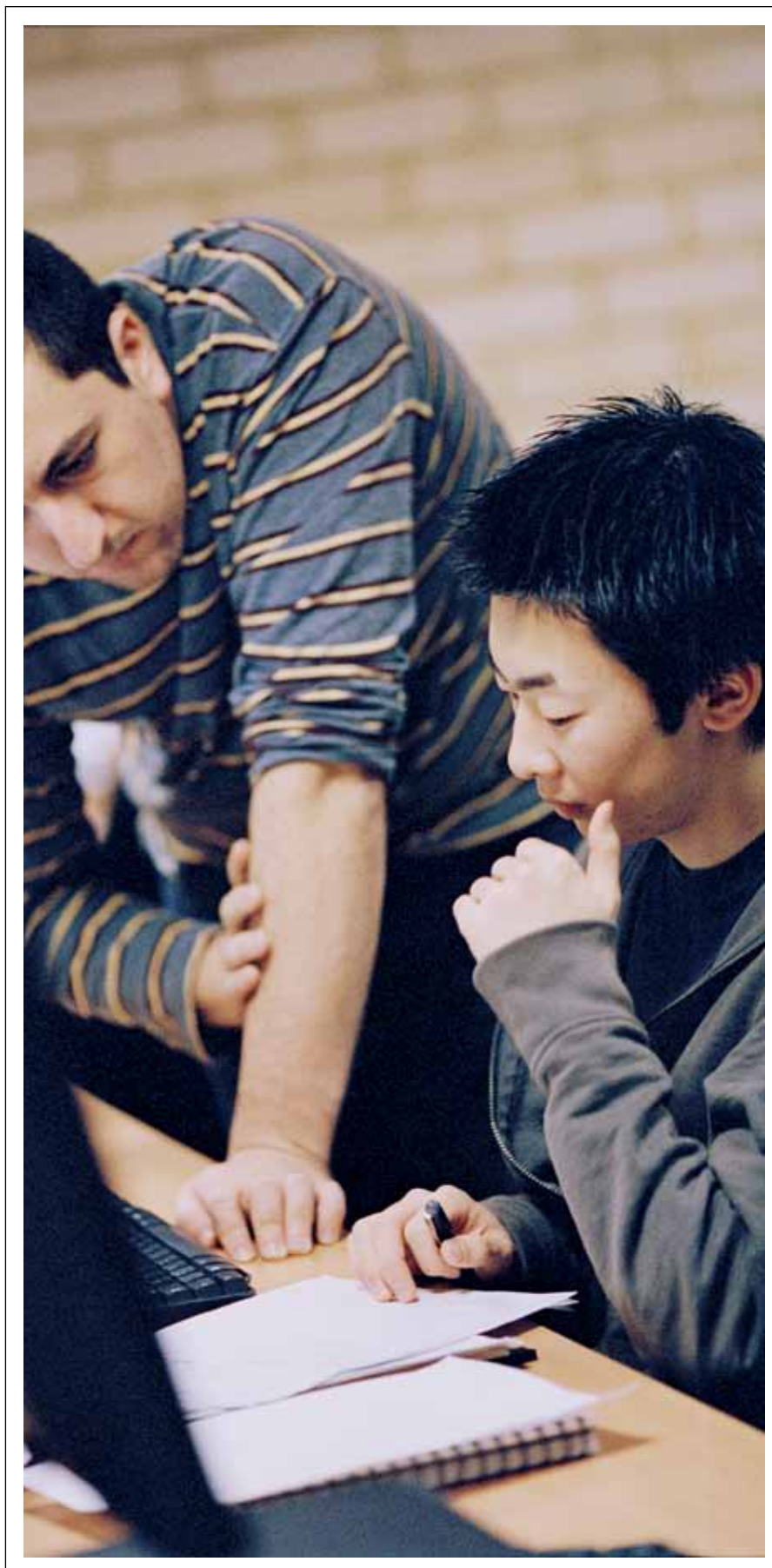
**RESEARCH-BASED THESIS**

Students are assigned a principal and second supervisor to supervise their research-based thesis. Supervisors and students meet regularly.

**FEES AND FUNDING**

Staff from some Trusts are eligible to have their study funded subject to agreement by their manager.

Students not sponsored by their employer may wish to pursue other sources of funding; these can be found on the Graduate School website at: [www.kcl.ac.uk/graduate/funding/database](http://www.kcl.ac.uk/graduate/funding/database)



## Module directory



*One of the great things about King's is the opportunity to work alongside colleagues from different teams, either from within their own Trust, or from other London Trusts. It helps develop informal support networks where students can learn, not only from each other, but also from each other's organisations. The Community Mental Health Practice course is a great foundation for new staff (nurses, social workers, occupational therapists) in the community, enabling them to develop a systematic understanding of the role, responsibilities and competencies expected of them in challenging, and ever changing, multi-disciplinary environments. The great thing about this course, and other free-standing modules offered by King's, is that they can be taken as stand-alone courses or as part of a degree qualification such as a BSc. This gives practitioners greater flexibility in meeting Continuing Professional Development needs, enabling them to 'mix-n-match' modules whilst gaining a recognised qualification from a reputable institution like King's.*

Michael Kelly (Staff)

Tutor in Mental Health Care

In this section, you will find an A-Z listing of Level 5, 6 and 7 modules offered by the School, including Knowledge & Skills Framework (KSF) mapping details.

### How to apply

Once you have identified a module to study, it is important that you submit an application. An application form and guidelines for completion and submission can be downloaded from our website at [www.kcl.ac.uk/nursing/study/qualified](http://www.kcl.ac.uk/nursing/study/qualified). The closing date for applications is four weeks before the start of each term. However, early application is strongly recommended.

### TERM DATES

#### TERM 1

Enrolment week begins: 19 September 2011  
Teaching: 26 September – 16 December 2011  
Closing date for applications: 25 August 2011

#### TERM 2

Enrolment week begins: 2 January 2012  
Teaching: 9 January – 30 March 2012  
Closing date for applications: 9 December 2011

#### TERM 3

Enrolment week begins: 16 April 2012  
Teaching: 23 April – 13 July 2012  
Closing date for applications: 23 March 2012

### Search for a module online

You can search for modules and module leaders contact details on our website at: [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

### KSF mapping

The modules in this prospectus meet all the core dimensions of the Knowledge & Skills Framework (KSF) mapping, plus the specific dimensions shown.

### KEY

HWB – Health and Wellbeing  
IK – Information and Knowledge  
G – General

### Contact details

For further information and advice please contact:

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King's College London  
James Clerk Maxwell Building  
57 Waterloo Road  
London SE1 8WA  
Tel: +44 (0)20 7848 4698  
Email: [nightingale@kcl.ac.uk](mailto:nightingale@kcl.ac.uk)

## MODULE DIRECTORY

The module directory shows all modules available in alphabetical order. The following subject headings provide an indication of what is available at a glance. A number of modules are relevant to all areas of healthcare and as such are listed under the heading of 'generic modules'.

### ACUTE CARE

Acute Adult Nursing	36
Acutely Ill Adult Nursing Concepts	36

### ADDICTIONS

Addictions: Assessment	36
Addictions: Therapeutic Interventions	36

### AMBULATORY & PRIMARY CARE

Ambulatory Surgery in Acute & Community Settings	36
Assessing Child & Family Health	36
Asthma Care: An Evaluative Approach	37
Child Protection: Effective Practice	38
Chronic Obstructive Pulmonary Disease Management for Primary Care Practitioners	38
Leadership & Management in Primary Care Organisations	43
Long Term Conditions & Case Management	43
Minor Health Problems: Developing Autonomous Practice	44
Minor Injury Nursing	44
Parent Advisor Training	46
Parenting & Early Intervention	46
Public Health	47

### CANCER & PALLIATIVE CARE

Advancing Communication in Cancer Care	36
Breast Care Nursing	37
Cancer Care: Diagnosis & Treatment	37
Cancer Care: Recovery & Survival	37
Cancer Genetics for Healthcare Professionals	37
Cancer Nursing Practice: Developing Practice	37
Chemotherapy Nursing	37
Dying & Death in Contemporary Society	40
Facing Transition & Loss	41
Generic Palliative Care	41
Haemato-oncology Practice	42
Haematopoietic Stem Cell Transplantation	42
Haemoglobinopathies: Advancing Client-centred Care	42
Palliative & End of Life Care: Foundations	46
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### CARDIOVASCULAR

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Cardiac Care: Advanced Practice	37
Cardiac Disease Management & Prevention	37
Cardiac Nursing: Interventional Care	37
Cardiac Nursing: Principles & Practice	37
Cardiology Nursing	37
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### CHILD & ADOLESCENCE MENTAL HEALTH

Child & Adolescent Mental Health: Assessment & Care	37
Child & Adolescent Mental Health: Perspectives of Care	37
Child & Adolescent Mental Health: Treatment Options	38

### CHILD HEALTH

Adolescent Healthcare: Meeting the Challenge	36
Assessing Child & Family Health	36
Child Healthcare: Advancing Practice	38
Child Protection	38
Childhood Minor Ailments: Autonomous Practice	38
Childhood Minor Injuries: Autonomous Practice	38
Children's Accident & Emergency Nursing	38
Children's Cardiac Care	38
Children's High Dependency Care	38
Children's Intensive Care: Complex Issues of Care	38
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### CRITICAL CARE & ANAESTHETICS

Anaesthetic & Perioperative Nursing Foundation	36
Anaesthetic Nursing Practice	36
Critical Care: Managing the Transition from Ward-Based Nursing	39
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### EDUCATION

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### GENITOURINARY/ GASTROINTESTINAL

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### MENTAL HEALTH

Clinical Leadership in Mental Health Care	38
Cognitive Behavioural Therapy: Concepts in Mental Health	39
Community Mental Health Practice	39
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Preceptorship in Mental Healthcare	46

### MENTAL HEALTH & PSYCHOSIS

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Psychological Interventions for Psychosis	47

### MIDWIFERY

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Supervision of Midwives	49

### NEONATAL CARE

Neonatal Intensive Care	45
Neonatal Nursing: Enhancing Practice	45
Neonatal Nursing: High Dependency	45
Neonatal Nursing: Special Care	45

### NEUROSCIENCE

Neuromedical Conditions & their Management	45
Neuroscience Acute & Critical Care	45
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### ORTHOPAEDICS, TRAUMA & EMERGENCY

Emergency Nursing	40
Orthopaedic Nursing	45

### SEXUAL HEALTH & HIV

Cervical Screening	37
Contraception & Sexual Healthcare: A Foundation	39
Contraception & Sexual Health Skills	39
HIV Care	42
HIV: Advancing Practice	42
Sexually Transmitted Infections Management in Primary Care	47

## WOUND CARE, TISSUE VIABILITY & DERMATOLOGY

Dermatology Care	39
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## WOMEN'S HEALTH

Emergency Gynaecological Nursing	40
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Social & Political Dimensions of Women's Health	48
Women's Health: Biological Basis of Assessment	49

## GENERIC

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Advanced Qualitative Research Methods	36
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Care & Culture	37
Clinical Practice Portfolio	38
Clinical Trials: Roles & Responsibilities of Healthcare Professionals	39
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Developing a Research Proposal	39
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Dissertation in Health & Social Care Research	40
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Evidence-Based Decision-Making in Healthcare	40
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Leadership in Health & Social Care	43
Leadership in Public Health Nursing	43
Legal & Ethical Issues in Nursing & Midwifery Management in Healthcare	43
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Organisational Development & the Public Sector	45
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Pharmacology for Healthcare Practitioners	46
Philosophical & Theoretical Perspectives of Healthcare	46
Physiology for Nursing Practice	46

Prescribing for Nurses & Midwives	46
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Specialist Practice Portfolio in Healthcare	49
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Teaching & Learning for Healthcare Professionals	49



GREG FUNNELL

## Academic Practice

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**LEVEL 5:** 5KNIN501 – 15 credits

This module aims to provide the students with the opportunity to identify their overall needs for academic development, explore sources of academic knowledge and develop personal self help strategies for academic study.

**KSF MAPPING:** IK3, G1, G6

## Acute Adult Nursing

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**LEVEL 5:** 5KNIA211 – 30 credits

**LEVEL 6:** 6KNIA327 – 30 credits

This module will provide the general adult nurse with the opportunity to develop and evaluate specialist skills, critique the developing role, examine contextual issues and review current research.

**KSF MAPPING:** HWB6, HWB7, G2

## Acutely Ill Adult Nursing Concepts

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**LEVEL 6:** 6KNIC607 – 15 credits

Changes in health care provision have resulted in an emergency group of patients with complex needs who are acutely unwell and nursed in general hospital wards. These patients present challenges that transcend the traditional medical/surgical divide but do not/will not fulfil traditional HDU/ITU admission criteria. This course will provide the general adult nurse with the opportunity to examine contextual issues and review the current evidence base for clinical practice.

**KSF MAPPING:** HWB6, HWB7, G2

## Addictions: Assessment

---

**LEVEL 5:** 5KNIH217 – 30 credits

**LEVEL 6:** 6KNIH321 – 30 credits

This module is aimed at a range of addictions service workers. The module develops understanding, practice skills and an explicit value base from which workers can assess clients systematically.

**KSF MAPPING:** HWB2, HWB4, HWB5

## Addictions: Therapeutic Interventions

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**LEVEL 5:** 5KNIH218 – 30 credits

**LEVEL 6:** 6KNIH320 – 30 credits

This module is designed for a range of addictions service workers. It aims to develop understanding, skills and an explicit value base from which workers can conduct appropriate interventions with drug/alcohol abusing clients.

**KSF MAPPING:** HWB2, HWB4, HWB5

## Adolescent Healthcare: Meeting the Challenge

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**LEVEL 6:** 6KNIE610 – 15 credits

This module aims to prepare practitioners to meet the needs of adolescents requiring healthcare and explores normal and abnormal growth and development (biological, psychological, social and family) of adolescents.

**KSF MAPPING:** HWB3, HWB4, HWB5

## Adult Cardiac Surgical Nursing

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**LEVEL 6:** 6KNIR301 – 15 credits

This module will develop a critical understanding of the practice of cardiac surgical nursing and evaluate nursing interventions in surgical patients.

**KSF MAPPING:** HWB 6, HWB7, HWB8

## Advanced Assessment for Non-Medical Practitioners

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**LEVEL 6:** 6KNIN608 – 30 credits

**LEVEL 7:** 7KNIP030 – 30 credits

This module is designed to enable experienced healthcare practitioners to acquire additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision-making.

**KSF MAPPING:** HWB1, HWB6, HWB7

## Advanced Qualitative Research Methods

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**LEVEL 7:** 7KNIP041 – 30 credits

**D LEVEL:** 7KNIP036 – 30 credits

The aim of this module is to equip students with advanced knowledge and skills to understand, conceptualise, design, conduct and appraise qualitative health research.

**KSF MAPPING:** HWB7, IK2, IK3

## Advanced Quantitative Research Methods

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**LEVEL 7:** 7KNIP042 – 30 credits

**D LEVEL:** 7KNIP035 – 30 credits

The aim of this module is to equip students with advanced knowledge and skills to understand, conceptualise, design, conduct and appraise quantitative health research.

**KSF MAPPING:** HWB7, IK2, IK3

## Advancing Communication in Cancer Care

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**LEVEL 7:** 7KNIM702 – 15 credits

This module will offer both theoretical and practical experiences related to the advanced communication skills expected of senior healthcare professionals working with people with cancer and their families and other professionals in a range of clinical areas.

**KSF MAPPING:** HWB4, HWB5, HWB7

## Ambulatory Surgery in Acute & Community Settings

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**LEVEL 6:** 6KNING17 – 15 credits

This module aims to enable registered practitioners in both acute hospital and community settings to advance their knowledge, skills and expertise in the safe and effective delivery of care for patients in ambulatory surgical settings.

**KSF MAPPING:** HWB 1, HWB 2, HWB 5

## Anaesthetic & Perioperative Nursing Foundation

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**LEVEL 5:** 5KNIC500 – 15 credits

**LEVEL 6:** 6KNIC601 – 15 credits

This module aims to prepare perioperative practitioners working in the UK to work in different areas of the operating theatre department by providing both theoretical and practical knowledge at a foundation level.

**KSF MAPPING:** HWB7, HWB8, HWB10

## Anaesthetic Nursing Practice

---

**LEVEL 5:** 5KNIC508 – 15 credits

**LEVEL 6:** 6KNIC600 – 15 credits

This module, which builds on the anaesthetic and perioperative nursing foundation module, aims to provide nurses with evidence-based knowledge and competence for practice within the anaesthetic and recovery room setting. Practitioners will be able to debate the evidence supporting anaesthetic nursing care.

**KSF MAPPING:** HWB7, HWB8, HWB10

## Assessing Child & Family Health

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**LEVEL 6:** 6KNIF320 – 15 credits

**LEVEL 7:** 7KNIM712 – 15 credits

This module aims to give practitioners working in a child health setting the opportunity to critically examine the factors impinging on the health and well-being of the developing child in the UK in the early 21st century.

**KSF MAPPING:** HWB1, HWB2, HWB6

## Asthma Care: An Evaluative Approach

LEVEL 5: 5KNIA208 – 15 credits

LEVEL 6: 6KNIA313 – 15 credits

This module will build on the practitioners knowledge and practice experience to consider the specific needs of clients with asthma, and enable the practitioner to structure care appropriately.

KSF MAPPING: HWB1, HWB6, HWB7

## Breast Care Nursing

LEVEL 5: 5KNIS209 – 15 credits

LEVEL 6: 6KNIS306 – 15 credits

This module is for practitioners caring for women with breast disease. The aim is to facilitate the assimilation and utilisation of relevant knowledge and skills necessary for the provision of sensitive and individual breast care nursing.

KSF MAPPING: HWB2, HWB5, HWB6

## Cancer Care: Diagnosis & Treatment

LEVEL 5: 5KNIS218 – 15 credits

LEVEL 6: 6KNIS318 – 15 credits

This module aims to critically explore the nature of cancer, diagnosis and treatment and the impact of cancer on individuals and their families. Practitioners will be equipped with the knowledge and skills relevant to support the patient and their family through cancer diagnosis and treatment.

KSF MAPPING: HWB1, HWB6, HWB7

## Cancer Care: Recovery & Survival

LEVEL 5: 5KNIS217 – 15 credits

LEVEL 6: 6KNIS317 – 15 Credits

This module aims to enable practitioners to critically examine the impact for patients and their families of living with, and beyond, a diagnosis of cancer.

KSF MAPPING: HWB1, HWB4, HWB5

## Cancer Genetics for Healthcare Professionals

LEVEL 5: 5KNIN232 – 15 credits

LEVEL 6: 6KNIN334 – 15 credits

This module aims to help participants increase their knowledge of cancer genetics and to develop skills and confidence in the assessment of family histories.

KSF MAPPING: HWB1, HWB2, HWB5

## Cancer Nursing: Developing Practice

LEVEL 7: 7KNIM706 – 30 credits

This module aims to facilitate the personal and professional development of cancer nurses engaged in advancing cancer nursing practice and cancer care service delivery. The aim is to equip practitioners to work effectively within their organisational structure and to critically analyse the scope of their current role.

KSF MAPPING: G1, G2, G5

## Cardiac Care: Advanced Practice

LEVEL 7: 7KNIM715 – 30 credits

The module takes an inter-professional approach to provide an advanced understanding of cardiac disease, applying it to advanced and evolving care modalities in spheres of cardiac care.

KSF MAPPING: HWB1, HWB5, HWB6

## Cardiac Disease Management & Prevention

LEVEL 5: 5KNIN231 – 15 credits

LEVEL 6: 6KNIN333 – 15 credits

The module has been developed to address primary and secondary cardiac disease prevention and management in both the primary care and hospital settings. The National Service Framework for Coronary Heart Disease has been utilised to provide the structure for this module.

KSF MAPPING: HWB1, HWB2, HWB5

## Cardiac Nursing: Interventional Care

LEVEL 6: 6KNIR303 – 15 credits

This module will develop a critical understanding and analysis of both invasive and non-invasive interventions in patients with cardiac problems.

KSF MAPPING: HWB5, HWB6, HWB7

## Cardiac Nursing: Principles & Practice

LEVEL 6: 6KNIR304 – 15 credits

This module will enable practitioners to critically examine the principles of cardiac nursing in the clinical setting. Practitioners will have the opportunity to discuss the current policy on cardiac disease.

KSF MAPPING: HWB1, HWB4, HWB5

## Cardiology Nursing

LEVEL 6: 6KNIR302 – 15 credits

The module will focus on nursing assessment and interventions related to patients with a range of

cardiac problems such as heart failure and acute coronary syndromes.

KSF MAPPING: HWB2, HWB5, HWB6

## Care & Culture

LEVEL 5: 5KNIN502 – 15 credits

The focus of the module will be to explore the development and expectation of healthcare in the UK, and London in particular. This exploration will include cultural visits and include the use of literature and art.

KSF MAPPING: HWB1, HWB4, G2

## Cervical Screening

LEVEL 5: 5KNIW205 – 15 credits

LEVEL 6: 6KNIW308 – 15 credits

The module provides practitioners with the skills and confidence to give quality care in cervical smear taking. It reviews the biological basis of cervical screening, taking account of the psychological, sociological, cultural and ethical aspects which influence practice.

KSF MAPPING: HWB1, HWB4, HWB7

## Chemotherapy Nursing

LEVEL 5: 5KNIS516 – 15 credits

LEVEL 6: 6KNIS616 – 15 credits

This practice-focused module aims to equip practitioners with the knowledge and skills necessary to effectively assess and manage patients requiring chemotherapy within the context of the multi-disciplinary healthcare team.

KSF MAPPING: HWB3, HWB6, HWB7

## Child & Adolescent Mental Health: Assessment and Care

LEVEL 6: 6KNIH304 – 15 credits

LEVEL 7: 7KNIP043 – 15 credits

The module focuses on developing the ability to effectively assess common mental health disorders for children and young people and their families, and to have a basic knowledge of current thinking re evidence-based best practice and NICE guidelines.

KSF MAPPING: HWB2, HWB6, HWB7

## Child & Adolescent Mental Health: Perspectives of Care

LEVEL 6: 6KNIH305 – 15 credits

This introductory module to child and adolescent mental health is for staff from any discipline who wishes to refresh their training with current practice or to gain a basic grounding in CAMHs work.

KSF MAPPING: HWB2, HWB6, HWB7

## Child & Adolescent Mental Health: Treatment Options

LEVEL 6: 6KNIH306 – 15 credits

LEVEL 7: 7KNIP044 – 15 credits

This module is aimed at staff from any discipline. This module provides knowledge of the evidence base for therapeutic responses to common mental health disorders for children and young people and their families and an understanding of current thinking regarding best practice and NICE guidelines.

KSF MAPPING: HWB2, HWB6, HWB7

## Child Healthcare: Advancing Practice

LEVEL 7: 7KNIP018 – 30 credits

This module utilises experience and challenges the student to re-examine practice and service provision in the light of contemporary health policies for children and young people.

KSF MAPPING: IK2, G2, G5

## Child Protection

LEVEL 5: 5KNIF212 – 15 credits

LEVEL 6: 6KNIF309 – 15 credits

This module seeks to enable practitioners to evaluate and enhance their own role in the child protection of children and to equip them to identify concerns, promote safe practice and to foster co-operative working.

KSF MAPPING: HWB2, HWB3, HWB5

## Child Protection: Effective Practice

LEVEL 6: tbc – 15 credits

LEVEL 7: tbc – 15 credits

This module is for practitioners working predominantly with children, young people and their parents and carers. The focus is on assessment and management of risk in children and families where there are child protection concerns.

KSF MAPPING: HWB2, HWB3, HWB5

## Childhood Minor Ailments: Autonomous Practice

LEVEL 6: 6KNIN361 – 15 credits

This module aims to provide experienced registered nurses and health visitors with the opportunity to develop their skills and competence in the care of children presenting with minor ailments in the primary care setting and has been devised in response to both local and national initiatives.

KSF MAPPING: HWB1, HWB6, HW7

## Childhood Minor Injuries: Autonomous Practice

LEVEL 6: 6KNIF601 – 15 credits

This module aims to prepare experienced nurses who are either RN child or adult to manage autonomously the care of children presenting with minor injuries within A&E, minor injury units or primary care settings.

KSF MAPPING: HWB1, HWB6, HWB7

## Children's Accident & Emergency Nursing

LEVEL 5: 5KNIF207 – 30 credits

LEVEL 6: 6KNIF302 – 30 credits

This module aims to critically evaluate current practices and to identify skills and knowledge required in children's A&E departments with the emphasis on the wider context of the care of sick children. Nurses have the opportunity to develop specialist skills, critique their developing role, examine contextual issues, review current research and develop knowledge to assist in the assessment and care of children and young people in A&E.

KSF MAPPING: HWB1, HWB6, IK2

## Children's Cardiac Care

LEVEL 6: 6KNIF308 – 15 credits

This module aims to critically analyse and evaluate the practice of nursing infants, children and adolescents with cardiac related health needs.

KSF MAPPING: HWB7, HWB8, IK2

## Children's High Dependency Care

LEVEL 6: 6KNIF310 – 15 credits

This module aims to develop skills and expertise in caring for children requiring high dependency nursing. It will consolidate and extend the knowledge base from which staff work and enable them to analyse and evaluate their practice.

KSF MAPPING: HWB2, HWB6, HWB7

## Children's Intensive Care: Complex Issues of Care

LEVEL 5: 5KNIF221 – 15 credits

LEVEL 6: 6KNIF319 – 15 credits

The aim of this module is to build upon knowledge and skills acquired whilst undertaking the module 'Children's Intensive Care Principles of Practice' (or equivalent). This module explores the wider context of care, integrating biological, social and psychological aspects.

KSF MAPPING: HWB7, HWB8, IK2

## Children's Intensive Care: Principles of Practice

LEVEL 5: 5KNIF220 – 15 credits

LEVEL 6: 6KNIF318 – 15 credits

The aim of this module is to critically examine the practice of intensive care nursing for children. The main emphasis of the module is on the assessment/interpretation of the child with single organ failure requiring intensive care management.

KSF MAPPING: HWB5, HWB6, HWB7

## Chronic Obstructive Pulmonary Disease (COPD) Management for Primary Care Practitioners

LEVEL 5: 5KNIN241 – 15 credits

LEVEL 6: 6KNIN365 – 15 credits

The aim of the module is to enable practitioners to use best evidence to assess and manage patients presenting in primary care with chronic obstructive pulmonary disease. Students will develop the appropriate practical skills required for the physical and psychosocial management of this complex disease.

KSF MAPPING: HWB2, HWB4, HWB6

## Clinical Leadership in Mental Healthcare

LEVEL 6: 6KNIN613 – 15 credits

This course is intended for mental health practitioners to enable them to enhance their clinical leadership skills, to meet the competencies required of them and to set them out on a structured pathway for their continuous professional development.

KSF MAPPING: IK3, G2, G5

## Clinical Practice Portfolio

LEVEL 6: 6KNIN347 – 15 credits

The primary purpose of this module is to enable practitioners who have not had their practice assessed as part of their programme of study to gain academic credit through exploration of their current clinical practice.

KSF MAPPING: The dimensions of the KSF met by this module will be dependant upon the area of professional practice.

## Clinical Trials: Roles & Responsibilities of Healthcare Professionals

**LEVEL 6:** 6KNIN344 – 15 credits

This module will enable research nurses and other healthcare professionals working in this area to explore the multifaceted role and responsibilities of the practitioner in relation to clinical trials.

**KSF MAPPING:** HWB8, IK2, G2

## Cognitive Behaviour Therapy: Concepts in Mental Health

**LEVEL 6:** 6KNIN609 – 15 credits

This module focuses on three aspects of CBT in terms of theory, skills and application to practice in anxiety and depression. Students will be introduced to the fundamental concepts and theories of CBT and how this is applied with anxiety and depression, the processes and clinical application of CBT in anxiety and depression.

**KSF MAPPING:** HWB2, HWB6, HWB7

## Community Mental Health Practice

**LEVEL 6:** 6KNIN621 – 15 credits

This course aims to assist practitioners to meet the challenge of an ever-changing environment through the consolidation of previous knowledge and skills gained from local and national policy expectations and imperatives.

**KSF MAPPING:** C1, HWB1, IK2

## Contemporary Nursing Practice

**LEVEL 5:** 5KNIA212 – 15 credits

This module is primarily aimed at practitioners who would value an opportunity to think about their practice and explore their role in the rapidly changing context of contemporary healthcare delivery.

**KSF MAPPING:** IK2, IK3, G7

## Continence Care

**LEVEL 5:** 5KNIN208 – 15 credits

**LEVEL 6:** 6KNIA318 – 15 credits

This module aims to provide a sound clinical and theoretical basis for continence care. Emphasis will be placed on assessment, provision and evaluation of continence care within a variety of healthcare settings.

**KSF MAPPING:** HWB1, HWB2, HWB5

## Contraception & Sexual Healthcare: A Foundation

**LEVEL 5:** 5KNIW206 – 15 credits

**LEVEL 6:** 6KNIW309 – 15 credits

This module is designed for healthcare professionals and others who are, or will be, required to provide general and opportunistic contraceptive and sexual healthcare advice. The module will address the broad theoretical principles and concepts of family planning and reproductive sexual healthcare.

**KSF MAPPING:** HWB1, HWB2, HWB4

## Contraception & Sexual Health Skills

**LEVEL 5:** 5KNIMF01 – 15 credits

**LEVEL 6:** 6KNIW306 – 15 credits

Any health professional who can help to facilitate this process requires a thorough understanding of fertility and all the issues surrounding family planning, and it is the aim of this module to meet this need.

This module is suitable for practitioners who have a substantive role in the delivery of family planning.

**KSF MAPPING:** HWB1, HWB2, HWB6

## Critical Care: Managing the Transition from Ward-Based Nursing

**LEVEL 5:** 5KNIC208 – 15 credits

**LEVEL 6:** 6KNIC315 – 15 credits

This module aims to enable practitioners who are new to critical care to effectively manage the particular challenges of critical care nursing. The module aims to build upon the expertise and skills previously acquired, whilst developing new skills to be applied, analysed, and critically evaluated in the critical care setting.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Critical Care: Policy & Practice

**LEVEL 7:** 7KNIM119 – 30 credits

This module builds on practitioners' critical care experience and facilitates an appreciation of issues related to critical care services, policy and practice. The module provides opportunities for students to develop a critical understanding of the theoretical underpinnings of practice, health policy, health economics, ethics and current issues in practice.

**KSF MAPPING:** HWB1, HWB4, HWB5

## Dermatology Care

**LEVEL 6:** 6KNIA601 – 15 credits

**LEVEL 7:** 7KNIP034 – 30 credits

This module will offer primary and secondary care practitioners an opportunity to further develop their

knowledge and skills in the assessment, therapeutic interventions and care required for individuals with skin disease. Eight themed study days will be provided – 'Dermatology: assessing the patient with a skin problem' and 'Dermatology: pharmacology and prescribing' will be core. In order to meet individual practice needs students must select a further four Dermatology study days from the following: skin cancer, long term conditions, paediatric care, emergency and acute care, rare conditions and supportive care and symptom management.

**KSF MAPPING:** HWB2, HWB4, HWB6

## Developing a Research Proposal

**D LEVEL:** 7KNINP03 – 30 credits

This module focuses on the development of a research proposal. It builds explicitly on the content and assignments of the two advanced research modules. It consists of an introduction to the module and action learning sets. It leads directly into the Research Based Thesis. Students are allocated a supervisor at the start of the module in order to further facilitate proposal development.

**KSF MAPPING:** HWB 7, IK2, IK3

## Developing Professional Leadership

**LEVEL 7:** 7KNIM124 – 15 credits

This module will enable students to develop their understanding of concepts of professional leadership in an inter-professional and multiagency environment. Opportunities will be available for students to develop a critical awareness of their personal and professional leadership knowledge and skills and exercise strategies to further enhance their competence and capability in executing leadership activities.

**KSF MAPPING:** HWB1, HWB4, HWB5

## Diabetes Care: Education & Management Skills

**LEVEL 6:** 6KNIN601 – 15 credits

**LEVEL 7:** 7KNIM718 – 15 credits

This module focuses on patient-centred diabetes education. It reviews current models of educational theory and practice in diabetes and is led by tutors experienced in both DAFNE and DESMOND.

**KSF MAPPING:** HWB1, HWB4, HWB5

## Diabetes Care: Intensive Insulin Therapy

**LEVEL 6:** 6KNIN603 – 15 credits

**LEVEL 7:** 7KNIP029 – 15 credits

This module covers both intensive insulin programmes (such as DAFNE) and the use of pump

therapy. It addresses emerging technologies such as real time monitoring, intelligent pumps and closed loop systems. The module is suitable for consultant diabetologists, diabetes specialist physicians in training, experienced diabetes specialist nurses, dieticians with a specialist interest in intensive insulin and GPs who are involved in the management of Type 1 diabetes.

**KSF MAPPING:** HWB6, HWB7, HWB8

## Diabetes Care: Psychological Interventions for People with Diabetes

**LEVEL 6:** 6KNIN602 – 15 credits

**LEVEL 7:** 7KNIM721 – 15 credits

This module has been developed in response to the growing recognition that around a third of patients have clinically significant psychological distress in living with diabetes.

**KSF MAPPING:** HWB4, HWB5, IK2

## Diabetes Care: Theoretical & Practical Aspects

**LEVEL 6:** 6KNIN349 – 15 credits

**LEVEL 7:** 7KNIM710 – 15 credits

This module aims to equip nurses with a critical understanding of diabetes and its management, reflecting current best practice guidelines.

Practitioners will explore and evaluate current issues in the field of diabetes and its management.

**KSF MAPPING:** HWB1, HWB3, HWB6

## Diabetes in Primary Care

**LEVEL 6:** 6KNIN363 – 30 credits

This module is for all health professionals directly contributing to the care and management of diabetes in primary care (GPs, practice nurses, district nurses, podiatrists, community pharmacists, dieticians and specialist posts in chronic disease management). The module will equip students with the knowledge and skills necessary to deliver diabetes care effectively within a framework of chronic disease management with reference to local and national guidelines.

**KSF MAPPING:** HWB6, HWB7, IK3

## Dissertation

**LEVEL 7:** 7KNIM725 – 60 credits

Project work continues for 12 months, with 30 hours assigned for contact with academic staff. Careful design and measurement is emphasised. There are four options available:

- an empirical study
- a service development project

- an in-depth analysis of healthcare provision
- a portfolio of papers prepared for publication

Students wishing to undertake an empirical study must have successfully undertaken the Issues in Healthcare module and those wishing to undertake the service development project must have successfully completed the Professional Development and Organisational Change module.

**KSF MAPPING:** IK2, IK3, G2

## Dissertation in Healthcare

**LEVEL 6:** 6KNIN360 – 45 credits

This module provides students with an opportunity to undertake a substantial piece of work on a topic relevant to their practice and/or interests. There are three pathways: a systematic search and analysis of the literature, an empirical study or a practice audit.

**KSF MAPPING:** IK1, IK2, IK3

## Dissertation in Health & Social Care Research

**LEVEL 7:** 7KNIP039 – 90 credits

The aim of this module is to provide students undertaking the MRes in Health and Social Care Research with an opportunity to draw on previous research training to plan and carry out an empirical clinical research project under supervision. Students are also required to prepare a draft of a 3000 word article for publication.

**KSF MAPPING:** IK2, IK3, G2

## Dying & Death in Contemporary Society

**LEVEL 5:** 5KNIS202 – 15 credits

**LEVEL 6:** 6KNIS312 – 15 credits

The module draws on a wide range of sociological and healthcare resources to study issues such as social representations of a 'good' death, breaking bad news, the emotional labour involved with caring for the dying, ethical dilemmas, near-death experiences and the natural death movement.

**KSF MAPPING:** HWB2, HWB4, HWB5

## ECG: Measurement & Interpretation

**LEVEL 5:** 5KNIC209 – 15 credits

**LEVEL 6:** 6KNIC314 – 15 credits

This module is aimed at practitioners who work with clients suffering from a range of electrophysiological disturbances in acute or critical care settings. The module will provide a sound understanding of the principles of electrophysiology applied to identifying and interpreting ECG abnormalities and describing possible interventions.

**KSF MAPPING:** HWB1, HWB2, HWB6

## E-Learning for Healthcare Teachers

**LEVEL 7:** tbc – 30 credits

To develop the knowledge, understanding and skills of academics and practitioners who are engaged in teaching, tutoring and supporting students in the health professions, in incorporating e-learning into their academic practice.

**KSF MAPPING:** IK3, G1, G2

## Emergency Gynaecological Nursing

**LEVEL 5:** 5KNIW501 – 15 credits

**LEVEL 6:** 6KNIW601 – 15 credits

The module will facilitate the acquisition of knowledge and key skills to enable the practitioner to develop their role in the provision of emergency gynaecological care. The module aims to support nurses and nurse practitioners who are or who will be providing emergency gynaecology care and assessment.

**KSF MAPPING:** HWB2, HWB6, HWB7

## Emergency Nursing

**LEVEL 5:** 5KNINP37 – 30 credits

**LEVEL 6:** 6KNIC303 – 30 credits

This module explores the practice of emergency nursing which is critically analysed and evaluated with an emphasis on the wider context of acute care. Participants will be encouraged to develop and evaluate specialist skills, critique their development role, examine external issues and review current research enabling evaluation and synthesis in practice.

**KSF MAPPING:** HWB5, HWB6, HWB7

## Evidence-Based Decision-Making in Healthcare

**LEVEL 7:** 7KNIM110 – 30 credits

This module aims to equip students with the skills and knowledge required to identify best evidence for their practice. It focuses on searching for, appraising and synthesising evidence from healthcare research. Students are introduced to a range of electronic databases for accessing evidence and the principles of systematic review.

**KSF MAPPING:** IK2, IK3, G2

## Evidence-Based Practice

**LEVEL 6:** 6KNIO319 – 15 credits

Through a lecture programme the student will be introduced to the concepts of evidence-based practice, whilst seminars and practical sessions will help to develop the key skills related to EBP.

Participants are required to identify an issue arising from their area of clinical practice and develop this into a focused question.

**KSF MAPPING:** IK2, IK3, G2

## Facing Transition & Loss

**LEVEL 5:** 5KNIS205 – 15 credits

**LEVEL 6:** 6KNIS305 – 15 credits

This module focuses on the potential and realised uncertainty, grief and loss experienced by patients and their families/carers throughout the illness trajectory and life events. It will enable practitioners to consolidate previous knowledge related to loss, bereavement and transitions, enabling them to develop and evaluate their practice when working with individuals and groups.

**KSF MAPPING:** HWB2, HWB6, HWB7

## Family Interventions for Psychosis

**LEVEL 6:** 6KNIH314 – 30 credits

The module enables practitioners to develop the knowledge and skills required to deliver evidence-based family interventions for people with psychotic illnesses and their caregivers.

**KSF MAPPING:** HWB2, HWB6, HWB7

## Gastrointestinal Nursing

We offer a range of modules/study days details of which can be found at [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse)

## Gastrointestinal Nursing: Advancing Practice

**LEVEL 7:** 7KNIM132 – 30 credits

The aim of this module is to equip senior nurses specialising in gastrointestinal nursing with the advanced theoretical knowledge to underpin further study in their chosen sub-specialty, which will prepare the practitioner for an Advanced Practice role.

**KSF MAPPING:** HWB1, HWB6, G1

## Generic Palliative Care

**LEVEL 5:** 5KNIS220 – 15 credits

**LEVEL 6:** 6KNIS320 – 15 credits

This module focuses on the philosophy and principles of palliative care nursing across a broad disease base. Specifically, participants will explore the principles of palliative care and the influences affecting palliative care delivery, including national palliative care policy. The needs of people with end-stage cardiac failure, renal disease, chronic obstructive pulmonary disease and long-term neurodegenerative conditions will be specifically addressed.

**KSF MAPPING:** HWB2, HWB5, HWB7



## Gynaecological Nursing

LEVEL 5: 5KNIW204 – 15 credits

LEVEL 6: 6KNIW307 – 15 credits

The module aims to enhance practitioners' knowledge and understanding of gynaecological conditions and to explore the scope of professional practice. It will enable the development of skills and competencies needed to provide quality nursing care to women and their families.

KSF MAPPING: HWB1, HWB6, HWB7

## Haemato-oncology Practice

LEVEL 5: 5KNIS212 – 15 credits

LEVEL 6: 6KNIS311 – 15 credits

This module is aimed at practitioners working in a haemato-oncology setting who wish to advance this developing area through contemporary and sensitive nursing practice. The module provides an opportunity for practitioners to consolidate their knowledge base, review and update their understanding of the disease process and its treatment, and evaluate potential nursing interventions.

KSF MAPPING: HWB5, HWB6, HWB7

## Haematopoietic Stem Cell Transplantation

LEVEL 6: 6KNIS600 – 15 credits

The module aims to enable the student to explore the theory and practice of stem cell transplantation and its place in the management of haematological cancers. Emphasis will be placed on gaining a sound biological grounding in order to understand key elements of the transplant process and its physiological sequelae.

KSF MAPPING: HWB5, HWB6, HWB7

## Haemodialysis Nursing

LEVEL 6: tbc – 15 credits

This course aims to prepare practitioners working in Kidney Haemodialysis Units for their role within renal health care. They will have the opportunity to develop and critically evaluate specialist haemodialysis skills and knowledge in order to deliver high quality care to kidney haemodialysis clients. There will be emphasis on the wider context of care such as social issues and the co-ordination of outside agencies.

KSF MAPPING: HWB4, HWB6, HWB7

## Haemoglobinopathies: Advancing Client-centred Care

LEVEL 5: 5KNINO19 – 15 credits

LEVEL 6: 6KNIN313 – 15 credits

This module aims to develop critically reflective practitioners, enhancing their abilities in

promoting and providing client centred care in a variety of settings to people with, or at risk of, a haemoglobinopathy. The module will cover aetiology, epidemiology and pathophysiology of the haemoglobinopathies, psychology, health promotion and a review of health and social policies including the national screening programme.

KSF MAPPING: HWB1, HWB5, HWB6

## Health Policy & Professional Practice

LEVEL 6: 6KNIN324 – 15 credits

The aim of this module is to provide an opportunity for practitioners to critically examine key issues from the current healthcare policy agenda and to evaluate the implications for their clinical practice. The focus of the module is the impact of policy on the client's experience of healthcare, developments in clinical practice and the professional development of practitioners.

KSF MAPPING: HWB1, G2

## High Dependency Nursing

LEVEL 5: 5KNINP42 – 30 credits

LEVEL 6: 6KNIC305 – 30 credits

The aim of this module is to critically analyse and evaluate the practice of high dependency nursing with emphasis on the wider context of care delivery. High dependency nurses will have the opportunity to develop and evaluate specialist skills, critique their developing role, examine contextual issues, review current research enabling evaluation and synthesis in practice.

KSF MAPPING: HWB1, HWB5, HWB7

## HIV Care

LEVEL 5: 5KNINO32 – 15 credits

LEVEL 6: 6KNIN312 – 15 credits

This module is suitable for both experienced and less experienced practitioners in the field of HIV and AIDS care. Because HIV is a condition that affects families as well as individuals, practitioners from a variety of settings are taught together.

KSF MAPPING: HWB5, IK3, G1

## HIV: Advancing Practice

LEVEL 7: tbc – 15 credits

To enable participants to develop their skills in the advanced care of people with HIV, including service planning and delivery, the evaluation and implementation of diagnostic and treatment modalities, and psychosocial care. This should enable the successful student to practise at NHIVNA level 4 (Consultant Practitioner).

KSF MAPPING: HWB5, IK3, G1

## Infection Control

LEVEL 5: 5KNIN216 – 15 credits

LEVEL 6: 6KNIN323 – 15 credits

The aim of this module is to enable practitioners to critically evaluate and analyse infection control practices and their implementation within their clinical area, with emphasis on the wider context of infection control service delivery.

KSF MAPPING: HWB1, HWB8, IK2

## Infection Control: Advancing Practice

LEVEL 7: 7KNIP025 – 30 credits

This module enables practitioners to further develop their ability to understand and implement evidence-based infection control practices informed by best available evidence where healthcare is delivered.

KSF MAPPING: HWB1, HWB8, IK2

## Integrated Learning for Practice

LEVEL 5: 5KNIN223 – 15 credits

LEVEL 6: 6KNIN321 – 15 credits

This module is open to clinical practitioners from all fields and aims to provide each practitioner with the opportunity to identify and meet learning needs in relation to the specific knowledge and skills required for practice within their own clinical area. Practitioners will be required to attend a minimum of four study days relevant to their own clinical practice, this could include mandatory training.

KSF MAPPING: The dimensions of the KSF met by this module will be dependant upon the area of professional practice.

## Intensive Care Nursing

LEVEL 5: 5KNINP36 – 30 credits

LEVEL 6: 6KNIC306 – 30 credits

The aim of this module is to critically analyse and evaluate the practice of intensive care nursing with emphasis on the wider context of care of critically ill clients. Intensive care nurses will have the opportunity to develop and evaluate specialist skills, critique their developing role, examine contextual issues and review current evidence-based research in depth, enabling evaluation and synthesis in practice.

KSF MAPPING: HWB1, HWB5, HWB7

## Intensive Care Nursing for High Dependency Nurses

LEVEL 5: 5KNIC506 – 15 credits

LEVEL 6: 6KNIC606 – 15 credits

This module has been designed for experienced high dependency nurses who are currently working in an

intensive care setting and who need to develop their knowledge and skills further to meet the needs of level 3 patients.

**KSF MAPPING:** HWB1, HWB25, HWB7

## Issues in the Conduct of Healthcare Research

**LEVEL 7:** 7KNIM701 – 15 credits

This module aims to raise awareness of issues that arise in the conduct of research from writing research proposals to the publication of findings. Issues covered in the module include gaining funding, managing research schedules, involving users in the research process, working with external agencies, addressing ethical and political issues in research and managing aspects of the data collection process, for example, overcoming poor response rates and managing group dynamics in focus group research.

**KSF MAPPING:** HWB7, IK2, IK3

## Law & Ethics

**LEVEL 6:** 6KNIE603 – 15 credits

This module aims to enhance students understanding of how legal and ethical issues effect the client, healthcare professionals and care delivery.

**KSF MAPPING:** IK2, IK3, G7

## Leadership & Management in Primary Care Organisations

**LEVEL 6:** 6KNIA322 – 15 credits

**LEVEL 7:** 7KNIM711 – 15 credits

This module explores the skills needed by primary and specialist care practitioners in leadership and management. The aim will be to heighten analytical skills and the ability to synthesise a range of theories which can then be applied in practice. Topics covered will include decision-making and risk management, theories of change and innovation and professional development.

**KSF MAPPING:** IK3, G2, G5

## Leadership in Public Health Nursing

**LEVEL 6:** tbc – 15 credits

This module is for those students undertaking the SCPHN programme. The overall aim of the module is to provide an understanding of the contribution of public health nurses to improving health and reducing inequalities in health using a public health approach. The module will also explore the skills and knowledge required to manage and strategically lead health visiting and school nursing services.

**KSF MAPPING:** IK3, HWB1, G2

## Leadership in Health & Social Care

**LEVEL 7:** 7KNIM704 – 15 credits

This module will enable students to critically inquire into their personal and organisational practices for exercising leadership skills within and between professional healthcare groups and organisations endeavouring to provide quality patient or client care.

**KSF MAPPING:** HWB1, HWB4, HWB5

## Leg Ulcer Management

**LEVEL 5:** 5KNIA206 – 15 credits

**LEVEL 6:** 6KNIA314 – 15 credits

This module aims to enable practitioners to develop critical understanding and clinical expertise in delivering and managing leg ulcer care within a changing healthcare environment. Students will be given the opportunity to review current research in this area, critique their developing role, examine professional, ethical and legal issues, and develop and practise new skills.

**KSF MAPPING:** HWB1, HWB2, HWB7

## Legal & Ethical Issues in Nursing and Midwifery

**LEVEL 7:** 7KNIP026 – 15 credits

This module aims to provide practitioners with a background of the English legal system and to raise an awareness of litigation today in relation to accountability and liability. The module explores legal and ethical issues for nursing and midwifery practice.

**KSF MAPPING:** IK3, G3, G4

## Leg Ulcer Management (Flexible Learning)

**LEVEL 6:** 6KNIA329 – 15 credits

This module uses a blended learning approach combining self directed learning and tutorial support. It is therefore essential that participants have well developed IT skills and an ability to work independently. This module aims to enable practitioners to develop critical understanding and clinical expertise in delivering and managing leg ulcer care within a changing healthcare environment.

**KSF MAPPING:** HWB1, HWB2, HWB7

## Liver Module

**LEVEL 5:** 5KNIN235 – 15 credits

**LEVEL 6:** 6KNIN337 – 15 credits

This module will enable practitioners to develop their knowledge base in caring for patients with liver disease. Practitioners are welcome from a wide range of clinical settings, not only specialist liver units. The focus will predominantly be on patients

with chronic liver disease although there will be an overview of acute liver failure, transplantation and hepatobiliary.

**KSF MAPPING:** HWB5, HWB6, HWB7

## Long Term Conditions & Case Management

**LEVEL 6:** 6KNIA317 – 15 credits

**LEVEL 7:** 7KNIM708 – 15 credits

The module will explore the nurse's role in practice and examine current healthcare policies relating to those with long term conditions. The content will be structured around five key areas: organisation of care, supporting self care, effective disease management, managing those with complex needs and evaluation.

**KSF MAPPING:** HWB6, HWB7, IK2

## Management in Healthcare

**LEVEL 5:** 5KNINM07 – 15 credits

**LEVEL 6:** 6KNIN342 – 15 credits

This module will focus on management and leadership in healthcare practice. It is suitable for any healthcare professional who is leading/ managing a team and is responsible for implementing a care package for a specific client group. Further enhancement of personal career and implementation of professional development plans have been achieved by individuals who have attended this module.

**KSF MAPPING:** HWB4, HWB5, G6

## Maternity Service Leadership & Delivery

**LEVEL 7:** 7KNIM141 – 30 credits

The NSF for Maternity Services supports the development of maternity services (including midwife-led birth centres and caseload midwifery) that are women centred, avoid unnecessary intervention and provide appropriate care pathways for vulnerable women. This module will facilitate the acquisition of in-depth knowledge and specific clinical and management skills in order to enhance the midwife's role in the provision of midwifery-led care.

**KSF MAPPING:** HWB1, HWB4, HWB5

## Mental Health & Intellectual Impairment for Adult Trained Nurses & Midwives

**LEVEL 5:** 5KNIN504 – 15 credits

**LEVEL 6:** 6KNIN612 – 15 credits

This module aims to provide adult trained nurses and midwives with the knowledge and skills necessary to work with a range of individuals who have complex needs within non-specialist settings. It is aimed at



practitioners who will be seeking to meet the care needs of a range of people with different forms of mental health problems, intellectual impairments and dementia who may be at risk of suboptimal care when in mainstream services.

**KSF MAPPING:** HWB2, HWB5, HWB6

### Mental Health: Core Skills

**LEVEL 6:** 6KNIN364 – 15 credits

The skills acquired during the module will have generic use in working with a variety of mental health problems, including affective disorders, personality disorders, and psychoses. Students are introduced to a range of evidence-based therapeutic techniques that will enhance practitioner effectiveness in key aspects of the therapeutic process.

**KSF MAPPING:** HWB2, HWB6, HWB7

### Mentorship

**LEVEL 5:** 5KNIN227 – 15 credits

**LEVEL 6:** 6KNIN328 – 15 credits

These modules explore key aspects of mentorship centred around facilitating learning in practice and assessment of practice. The modules meet the NMC (2006) standards to support learning and assessment in practice, and successful completion of the module will enable practitioners to be primary mentors to students. Level 5 is recommended for students who have not yet completed a diploma, have not studied recently or are unfamiliar with UK higher education study. This is a taught module delivered on six study days over one academic term. Level 6 is recommended for students who have recently completed diploma or degree level study or those undertaking a degree programme. Level 6 is offered in two formats – a taught module delivered on six study days over one academic term, and a flexible module which combines independent directed study with less attendance time.

**KSF MAPPING:** G1, G2, G6

### Mentorship (Flexible Learning)

**LEVEL 6:** 6KNIN343 – 15 credits

This module uses a blended learning approach combining self directed learning and tutorial support. It is therefore essential that participants have well developed IT skills and an ability to work independently. The module explores key aspects of mentorship centred around facilitating learning in practice and assessment of practice. The module meets the NMC (2006) standards to support learning and assessment in practice and successful completion of the module will enable practitioners to be primary mentors to students. Prior to commencing the course students will need to have an identified mentor who will support and

assess them in practice and access to students/learners throughout the module.

**KSF MAPPING:** G1, G2, G6

### Midwifery High Dependency Care

**LEVEL 6:** 6KNIM302 – 15 credits

This module aims to build on existing knowledge of high risk midwifery situations. Practitioners will develop critical awareness of the research evidence in relation to high dependency care and will evaluate strategies and interventions utilised in care provision. Specialist skills and competencies required to care for critically ill, pregnant and parturient women will be explored.

**KSF MAPPING:** HWB6, HWB7, HWB8

### Minor Health Problems: Developing Autonomous Practice

**LEVEL 6:** 6KNIC313 – 15 credits

The content of this module reflects the needs of clients presenting to A&E departments, minor injury units or other primary healthcare settings with a variety of problems eg rashes/skin conditions, minor infections/illnesses and emergency contraception. The module will include specific anatomy and pathophysiology, clinical examination and evidence based management of the various patient problems. Students will be given the opportunity to critique their developing role, considering professional, ethical and legal issues, develop and practise new skills and evaluate their approaches in relation to contemporary nursing practice.

**KSF MAPPING:** HWB2, HWB5, HWB6

**PLEASE NOTE** that a number of study days related to the above module will be on offer. Please check [www.kcl.ac.uk/nursing/searchforacourse](http://www.kcl.ac.uk/nursing/searchforacourse) for details.

### Minor Injury Nursing

**LEVEL 6:** 6KNIC302 – 15 credits

This module is aimed at experienced nurses wishing to develop autonomous practice in minor injury management within A&E, minor injury units, walk-in centres or primary healthcare settings. An in-depth approach will be taken to explore minor injury management, this will include; musculo-skeletal injuries, wounds, x-rays, burns, and eye injuries. A placement will be undertaken in the student's own work environment and will need to be supported by an experienced nurse practitioner, with written support from their line manager.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Motivational Interviewing in Chronic Disease: Principles & Practice

**LEVEL 6:** 6KNIN604 – 15 credits

The module aims to equip health professionals with the knowledge and skills to deliver effective motivational interviewing therapy to patients with chronic diseases (mental and physical).

**KSF MAPPING:** HWB1, HWB2, HWB3

## Neonatal Intensive Care

**LEVEL 5:** 5KNIF218 – 15 credits

**LEVEL 6:** 6KNIF316 – 15 credits

This module is designed to explore and develop the theory and practice of nursing neonates in an intensive care setting. Aspects of care include ventilation, CVS homeostasis and support strategies, CNS development and crucial nursing support strategies. Assessment is by academic portfolio and demonstration of clinical competence.

**KSF MAPPING:** HWB5, HWB6, HWB7

## Neonatal Nursing: Enhancing Practice

**LEVEL 6:** 6KNIF311 – 30 credits

The module is run over two terms and is designed for experienced neonatal nurses to review and augment their knowledge and skills in order to enhance their practice. The aim of the module is to facilitate provision of holistic care for the neonate and family in a variety of care dependency settings. Biological knowledge will be addressed together with exploration of professional issues such as current policies, clinical decision-making and ethics.

**KSF MAPPING:** HWB6, HWB7, HWB8

## Neonatal Nursing: High Dependency

**LEVEL 5:** 5KNIN508 15 credits

**LEVEL 6:** 6KNIN625 15 credits

This course has been designed to enable nurses and midwives working in neonatal units to provide safe, sensitive and effective care for babies, and their families, in high dependency areas. This equates with care levels 2 as identified by the British Association of Perinatal Medicine (2001).

**KSF MAPPING:** HWB2, HWB5, HWB 7

## Neonatal Nursing: Special Care

**LEVEL 5:** 5KNIN507 – 15 credits

**LEVEL 6:** 6KNIN626 – 15 credits

This course has been designed in partnership with NHS trusts, to enable nurses and midwives working in neonatal units to provide safe, sensitive and effective

care for babies, and their families, in special areas. This equates with care levels 3 as identified by the British Association of Perinatal Medicine (2001).

**KSF MAPPING:** HWB2, HWB5, HWB 7

## Neuromedical Conditions & their Management

**LEVEL 5:** 5KNINP50 – 15 credits

**LEVEL 6:** 6KNINP48 – 15 credits

This module examines the nurse's role in managing patients with neuromedical conditions, and reviews the theoretical and empirical knowledge that underpins the practice of neuromedical nursing.

The module also aims to promote critical decision-making skills in the planning and delivery of care to neuromedical patients.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Neuroscience Acute & Critical Care

**LEVEL 5:** 5KNINP49 – 15 credits

**LEVEL 6:** 6KNINP49 – 15 credits

This module provides an opportunity to analyse and evaluate the nurse's role in managing patients with acute neurological conditions, examine the theoretical and empirical knowledge that underpins the practice of acute neurological nursing and to develop critical decision-making skills in the planning and delivery of care to acutely ill neurological patients.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Neuroscience Care: Advanced Practice

**LEVEL 7:** 7KNIM716 – 30 credits

This module aims to build on practitioners' neuroscience practice experience and to equip practitioners engaged in advanced neuroscience practice with the critical thinking skills to evaluate issues related to neurosciences services, policy and clinical practice. The module provides opportunities for students to develop an expert critical understanding of the theoretical and evidence-based underpinnings of specialist practice, health policy, health economics and ethical and legal challenges facing practitioners functioning at an advanced level within a neuroscience care arena.

**KSF MAPPING:** HWB1, HWB6, HWB7

## Neuroscience Nursing

**LEVEL 5:** 5KNINP47 – 30 credits

**LEVEL 6:** 6KNIC308 – 30 credits

The aim of this module is to analyse critically and evaluate the practice of neuroscience nursing, with emphasis on the wider context of care of critically

ill patients. Neuroscience nurses will have the opportunity to develop and evaluate specialist skills, critique their developing role, examine contextual issues and review current research in depth to enable evaluation and synthesis in practice.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Nursing & Humanities

**LEVEL 6:** 6KNIN614 – 15 credits

This module aims to explore the relationships between nursing, healthcare in a broader sense, illness and the arts and humanities. The module builds on a programme of Culture and Care which runs throughout the School and provides an opportunity for students to develop their understanding of this approach in an academic module.

**KSF MAPPING:** HWB2, HWB5, HWB7

## Older People & Mental Health

**LEVEL 5:** 5KNIA202 – 15 credits

**LEVEL 6:** 6KNIA305 – 15 credits

This module aims to critically explore innovative care practices for practitioners working with clients with mental health problems in a variety of care settings. Practitioners will be able to develop their therapeutic and interpersonal skills and will critically appraise care planning within the clinical area.

**KSF MAPPING:** HWB2, HWB5, G1

## Organisational Development & the Public Sector

**D LEVEL:** 7KNINP01 – 30 credits

This module provides students with an in-depth understanding of the theories and practice of organisational development, and its particular character in public sector organisations, and the skills required for managing innovation and organisational change.

**KSF MAPPING:** IK2, G5, G6

## Orthopaedic Nursing

**LEVEL 5:** 5KNIA210 – 30 credits

**LEVEL 6:** 6KNIA310 – 30 credits

This module is designed to enable students to synthesise knowledge of the specific physical, social and psychological needs of patients with orthopaedic problems. It will enable practitioners to identify accurate and comprehensive nursing diagnoses and choose appropriate nursing interventions.

**KSF MAPPING:** HWB2, HWB5, HWB6

## Pain Management

LEVEL 5: 5KNIA203 – 30 credits

LEVEL 6: 6KNIA315 – 30 credits

This module advances theoretical knowledge and clinical skills so that practitioners may confidently care for people experiencing acute, persistent or cancer pain. The individual and complex nature of pain is explored which justifies the need for different pharmacological and non-drug methods (a multi-model approach) within a multi-disciplinary team.

KSF MAPPING: HWB2, HWB5, HWB7

## Palliative & the End of Life Care: Foundations

LEVEL 5: 5KNIS221 – 15 credits

LEVEL 6: 6KNIS321 – 15 credits

This module, run in partnership with St Christopher's Hospice, provides an examination of the philosophy and principles of palliative care, as specifically applied in specialist palliative care settings. It aims to equip nurses with the skills to complete an initial assessment of the needs of patients entering specialist palliative care, with regard to their physical, psychological, spiritual and cultural well-being and then to move this assessment forward.

KSF MAPPING: HWB2, HWB4, HWB5

## Palliative Care: Advancing Nursing Practice

LEVEL 7: 7KNIM726 – 30 credits

The module aims to facilitate the personal and professional development of palliative care nurses engaged in advancing nursing practice and palliative care service delivery. The aim is to equip practitioners to work effectively within their organisational structure and to apply key principles to the development of their practice/service.

KSF MAPPING: HWB6, G2, G5

## Parent Advisor Training

LEVEL 6: 6KNIA323 – 15 credits

This module prepares students to communicate with parents using the well-validated parent advisor training model. Emphasis is placed on empathy within the helping relationship and on the partnership approach to supporting parents. Parenting as an activity is discussed and strategies to modify childhood behaviour patterns are developed.

KSF MAPPING: HWB1, HWB2, HWB6

## Parenting & Early Intervention

LEVEL 6: tbc – 15 credits

LEVEL 7: tbc – 15 credits

This module adopts strengths and weaknesses-based approach to child and family health assessment.

Early interventions to promote positive parenting are covered in depth.

KSF MAPPING: HWB2, HWB3, HWB6

## Perinatal Mental Health

LEVEL 7: 7KNIP037 – 15 credits

The aim of this module is to enable health professionals to further their understanding of mental health issues in relation to childbearing women and their families, to be able to apply this knowledge to their practice and respond holistically to the needs of women in their care.

KSF MAPPING: HWB1, HWB2 and HWB5

## Perioperative Nursing Practice

LEVEL 5: 5KNIC507 – 15 credits

LEVEL 6: 6KNIC602 – 15 credits

This module, which builds on the anaesthetic and perioperative nursing foundation module, aims to provide nurses with proven knowledge and competence within the operating theatre setting, working in the role of 'scrub' nurse. Practitioners will be able to debate the evidence supporting perioperative nursing care.

KSF MAPPING: HWB7, HWB8, HWB10

## Pharmacology for Healthcare Practitioners

LEVEL 6: 6KNIN620 – 15 credits

The module explores and examines the fundamental principles of pharmacology and pharmacotherapeutics in contemporary healthcare. It will provide the student with the ability to safely practice within protocols and/or as directed by medical prescription.

KSF MAPPING: HWB8, HWB10, IK2

## Philosophical & Theoretical Perspectives of Healthcare

LEVEL D: 7KNIP021 – 30 credits

This module critically reviews the core values and concepts that underpin healthcare practice disciplines and analyses the contribution of related academic disciplines. It provides a critical overview of the growing literature on the philosophical debates on health and social research, with an emphasis on developing links between key areas: the philosophy of the social sciences, scientific theory; and health care. The module is designed to engage students with key issues and debates regarding the major philosophical and theoretical approaches to health care.

KSF MAPPING: IK1 IK2, G1

## Physiology for Nursing Practice

LEVEL 5: 5KNIN009 – 15 credits

LEVEL 6: 6KNIN309 – 15 credits

The aim of this module is to provide a structured programme for the study of human physiology. The module is structured on a systems-based approach to provide a logical framework for the understanding of physiological principles and aspects of pathophysiology. It is intended that the module will build upon previous knowledge and experience.

KSF MAPPING: HWB2, HWB6, IK1

## Preceptorship in Mental Healthcare

LEVEL 6: 6KNIH322 – 15 credits

This inter-professional module aims to facilitate the transition of newly/recently qualified mental health practitioners to the status of independent accountable practitioner and enable them to address issues relating to the translation of theory to practice. The content of the module is organised around themes drawn from the ten essential shared characteristics for the mental health workforce set out by the National Institute of Mental Health in England and the KSF core/specific skills requirements of band 5 Foundation Gateway staff.

KSF MAPPING: C2, HWB2, IK2

## Prescribing for Nurses & Midwives

LEVEL 6: 6KNIO760 – 60 credits

LEVEL 7: 7KNIP016 – 60 credits

This module is intended for students wishing to qualify as independent and supplementary prescribers. The course is delivered through interactive e-learning alongside seminars. Seminars are run jointly with pharmacists who are also undertaking a prescribing qualification. Students will be assigned to a morning or afternoon seminar group. The module runs over a six-month period. In the first three months students attend college regularly. In the second six months students complete their 12 days of supervised practice and their portfolio of practice. Applicants funded by the NHS must have the endorsement of the Trust non-medical prescribing lead.

KSF MAPPING: HWB7, HWB8, IK3

## Prescribing from the Community Nursing Formulary

LEVEL 6: 6KNIA324 – 15 credits

LEVEL 7: 7KNINP05 – 15 credits

This module is designed to prepare healthcare practitioners for effective prescribing in the wake of legislative changes. The module addresses the principles of prescribing and the scientific basis of

pharmacology. The importance of law and ethics within nurse prescribing is emphasised. Much of this module is web-based open learning with additional seminars, and students should have basic IT skills.

**KSF MAPPING:** HWB1, HWB2, HWB7

## Principal Methods for Healthcare Research

**LEVEL 7:** 7KNIM700 – 15 credits

This introductory module aims to provide students with a broad knowledge of research approaches and techniques used in healthcare research. The module is essential for students who have not previously studied research methods or who would benefit from revision of this knowledge. It will consider philosophical bases for research, traditions and features of qualitative and quantitative research designs, data collection tools used in qualitative and quantitative research and analysis of both qualitative and quantitative data.

**KSF MAPPING:** HWB7, IK2, IK3

## Professional Development & Organisational Change

**LEVEL 7:** 7KNIM707 – 15 credits

This module will enable students to critically appraise and utilize organisational and management theories in order to facilitate the development of individuals and groups. Examples of this include continuing professional development, motivation, the management of change and manpower planning.

**KSF MAPPING:** IK2, G5, G6

## Professional Development

**LEVEL 5:** 5KNINM08 – 30 credits

This module offers students the opportunity to identify their development needs for lifelong learning; reflect on their experience and contribution to healthcare delivery to date; focus on professional development needs in relation to their role and other healthcare team workers and explore their professional development in conjunction with the context of healthcare provision with which they are familiar.

**KSF MAPPING:** The dimensions of the KSF met by this module will be dependant upon the area of professional practice.

## Psychological Interventions for Psychosis

**LEVEL 6:** 6KNIH313 – 30 credits

The module enables practitioners to develop the knowledge and skills required to deliver evidence-based psychological treatments for the positive and negative symptoms of psychosis. The module

includes essential cognitive behavioural therapy techniques, core clinical skills and specific treatment strategies.

**KSF MAPPING:** HWB2, HWB6, HWB7

## Psychosocial Care

**LEVEL 5:** 5KNIN236 – 15 credits

**LEVEL 6:** 6KNIN339 – 15 credits

This module will be of interest to practitioners who provide psychosocial care to clients in a variety of settings. Module participants will focus on applying psychosocial theory to care areas within their clinical practice. Practitioners will develop their communication and assessment skills and will be encouraged to reflect upon the nature of the therapeutic caring relationship.

**KSF MAPPING:** HWB2, HWB7, HWB8

## Public Health

**LEVEL 6:** 6KNIH301 – 15 credits

**LEVEL 7:** 7KNIM713 – 15 credits

The overall aim of this module is to provide an understanding of the contribution of nursing to improving health, prolonging life and preventing disease of populations using a public health approach. This module will enable students to critically explore theories and philosophies of public health and understand the contribution of nursing to national and local public health priorities. The potential of public health nursing to contribute to planning, implementing, monitoring and evaluating strategies for addressing unmet health needs and reducing health inequalities in an identified population will be emphasized.

**KSF MAPPING:** HWB1, HWB2, IK3

## Renal Nursing

**LEVEL 5:** 5KNINP33 – 30 credits

**LEVEL 6:** 6KNIC310 – 30 credits

This module is designed to provide students with theoretical and research-based knowledge that will inform and develop practice. Students will have the opportunity to analyse and evaluate specialist skills and critique developing roles, review current research and examine contextual issues enabling evaluation and synthesis in practice.

**KSF MAPPING:** HWB4, HWB6, HWB7

## Research Awareness for Clinical Practice

**LEVEL 5:** 5KNINM01 – 15 credits

Building on practitioners' existing knowledge, students are given an insight into the research process and develop skills to search, retrieve and analyse research to assess its value for practice.

Overall the course aims to develop a skilled practitioner, with the ability to read and use research in an informed way in the planning, implementation and evaluation of healthcare in order to achieve the best outcome for the patient/client.

**KSF MAPPING:** IK1, IK2, IK3

## Research Methods

**LEVEL 6:** 6KNIN611 – 15 credits

The module aims to enhance practitioners' awareness of the process and outcomes of healthcare research and how these relate to healthcare provision. The module will assist practitioners to critically evaluate issues related to research utilisation as well as the relative strengths and weaknesses of published research. The module aims to prepare participants to undertake a dissertation module.

**KSF MAPPING:** HWB7, IK2, IK3

## Respiratory/Thoracic Nursing

**LEVEL 5:** 5KNIC207 – 15 credits

**LEVEL 6:** 6KNIC312 – 15 credits

This module is aimed at practitioners based in a variety of acute and critical care settings who care for clients who have respiratory and/or thoracic conditions. The module focuses on aspects of respiratory medicine as well as thoracic surgery. This will enable practitioners to consolidate their biological and physiological understanding of the disease processes and relevant treatments, which will be applied to assessing, planning, implementing and evaluating evidence-based care.

**KSF MAPPING:** HWB1, HWB2, HWB3

## Safeguarding Children

Please see Child Protection (page 38).

## SCPHN Professional Portfolio

**LEVEL 6:** tbc – 45 credits

The aim of this module is to provide evidence of attainment in relation to the NMC standards (2004).

**KSF MAPPING:** HWB1, HWB4, IK2

## Sexually Transmitted Infection Management in Primary Care

**LEVEL 5:** 5KNIW500 – 15 credits

**LEVEL 6:** 6KNIW600 – 15 credits

This module has been developed from the STI management training programme developed at the Genitourinary Medicine Unit at Guy's and St Thomas' NHS Foundation Trust Hospital. The module is suited to practitioners who are working at, or towards, level 1 and 2 of the National Strategy for Sexual Health and

HIV. This module will enable practitioners to enhance their role and responsibilities in the provision of STI management.

**KSF MAPPING:** HWB1, HWB2, HWB6

### Site Nurse Practice: Essential Principles

**LEVEL 6:** 6KNIN605 – 15 credits

**LEVEL 7:** 7KNIP023 – 15 credits

This module enables site nurse practitioners to develop their knowledge, expertise and skills in the management of patients with a range of acute and emergency clinical conditions.

**KSF MAPPING:** HWB6, HWB7, HWB8

### Site Nurse Practitioner: Principles of Advanced Operational Management

**LEVEL 6:** 6KNIN607 – 15 credits

**LEVEL 7:** 7KNIP207 – 15 credits

This module enables site nurse practitioners to advance their knowledge, skills and expertise in management of healthcare provision with a focus on the operational management of acute and emergency situations for site nurse practice.

**KSF MAPPING:** HWB6, IK3, G5

### Social & Political Dimensions of Women's Health

**LEVEL 7:** 7KNIM720 – 30 credits

This module facilitates critical evaluation of health and social policies, medico-legal and ethical issues and the impact of non-governmental organisations and consumer groups on women's health experiences and service provision. The module will provide a basis for holistic health assessment and sensitive care delivery and practitioners will gain in-depth knowledge and skills to be effective promoters and advocates for women's healthcare.

**KSF MAPPING:** HWB1, HWB4, HWB5

### Specialist Practice Portfolios

**LEVEL 7:** 7KNIM148 – 15 credits

**LEVEL 7:** 7KNIM149 – 15 credits

These two modules are a flexible means by which students may gain academic credit for practice at a specialist level. They may be taken as free standing or as optional modules or they may form part of a specialist practice pathway where there is need for the assessment of practice. Within certain specialities learning outcomes may already exist (eg in the form of national guidelines or statutory body requirements) and these will form the framework for the portfolio(s). In other areas students may wish to negotiate with their pathway

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leader and agree a set of outcomes against which the portfolio will be assessed. Students may have up to three supervisory sessions per 15 credit portfolio module. The content of the portfolios will vary but each needs to contain at least one section where an academic judgement can be made ie a written account of an aspect of practice.

**KSF MAPPING:** The dimensions of the KSF met by this module will be dependant upon the area of professional practice.

## Specialist Practice Portfolio in Healthcare

**D LEVEL:** 7KNIP02 – 30 credits

This module is part of the Doctorate in Healthcare, where it provides the opportunity for those working in or moving toward an advanced level of practice to integrate, synthesise and demonstrate the application of knowledge around an area of specialism, which has been acquired through prior learning to enhance their role.

**KSF MAPPING:** The dimensions of the KSF met by this module will be dependant upon the area of professional practice.

## Stoma Care Nursing: Principles & Practice

**LEVEL 6:** 6KNIG307 – 15 credits

The aim of this course is to equip nurses working with patients with a stoma with a good overall understanding of stoma care nursing. Practitioners will explore the theoretical and practical knowledge and clinical skills to care effectively for patients with a stoma and their families both in the acute and primary care setting.

**KSF MAPPING:** HWB2, HWB6, HWB9

## Stroke Care

**LEVEL 5:** 5KNIN234 – 15 credits

**LEVEL 6:** 6KNIN336 – 15 credits

This module is designed to give healthcare professionals who work with stroke patients the knowledge and basis for skills needed to provide effective care and case management. The module components include the scientific basis of stroke and stroke syndromes and assessment and management of acute care and rehabilitation. The module is suitable for healthcare professionals working in stroke units, A&E departments, high dependency units, neurological units, rehabilitation units, medical admission wards, and for primary care nurses and nursing home staff.

**KSF MAPPING:** HWB5, IK3, G1

## Student Project

**LEVEL 6:** 6KNIN320 – 30 credits

This module aims to provide students with the opportunity to undertake and write up a research based activity with relevance to their practice. Each student is allocated a supervisor who provides individual support and guidance. There are three consecutive introductory sessions followed by one-to-one tutorials with a designated supervisor at a mutually convenient time.

**KSF MAPPING:** IK1, IK2, IK3

## Supervision of Midwives

**LEVEL 6:** 6KNIM306 – 45 credits

**LEVEL 7:** 7KNIP013 – 45 credits

This module aims to prepare midwives nominated by a Local Supervising Authority for their role as appointed Supervisors of Midwives. The NMC requires each nominated midwife to successfully complete a programme of preparation before embarking on the role as an appointed Supervisor of Midwives. The module will enable midwives to explore the professional issues and legislation related to supervision, as well as identify the supervisor's role in supporting midwifery practice and professional development.

**KSF MAPPING:** HWB1, HWB2, HWB3

## Teaching & Learning for Healthcare Professionals

**LEVEL 7:** 7KNIP038 – 45 credits

This module enables the student to develop a critical understanding of curriculum design and application, teaching and learning strategies and assessment. The module enables students to meet the NMC criteria of practice teacher and contributes to the NMC teacher qualification.

**KSF MAPPING:** IK3, G1

## Tissue Viability

**LEVEL 6:** 6KNIN319 – 15 credits

**LEVEL 7:** 7KNIM717 – 15 credits

This module will enable the practitioner to apply the principles of tissue viability to their own clinical area. The acquisition of knowledge and skills will be in three fundamental areas: wound assessment and management, evaluation of current tissue viability practice and health promotion.

**KSF MAPPING:** HWB1, HWB2, HWB6

## Women's Health: Biological Basis of Assessment

**LEVEL 5:** 5KNIW208 – 15 credits

**LEVEL 6:** 6KNIW305 – 15 credits

This module aims to give practitioners the opportunity to increase their knowledge and understanding of the biological basis of women's health and illness, and to further utilise this knowledge during the health assessment process. It will enhance the acquisition of interpersonal communication skills necessary to obtain client data, enabling practitioners to make objective assessments and decisions about client care. Biological and assessment aspects of care will be addressed within the context of local and national policy guidelines.

**KSF MAPPING:** HWB1, HWB4, HWB7

## Wound Debridement

**LEVEL 6:** 6KNIN345 – 15 credits

**LEVEL 7:** 7KNIM714 – 15 credits

This module aims to enable practitioners to understand the principles of wound debridement and develop skills and competence in this area of clinical practice. Participants will be able to critically evaluate current research in this area and consider the professional issues involved.

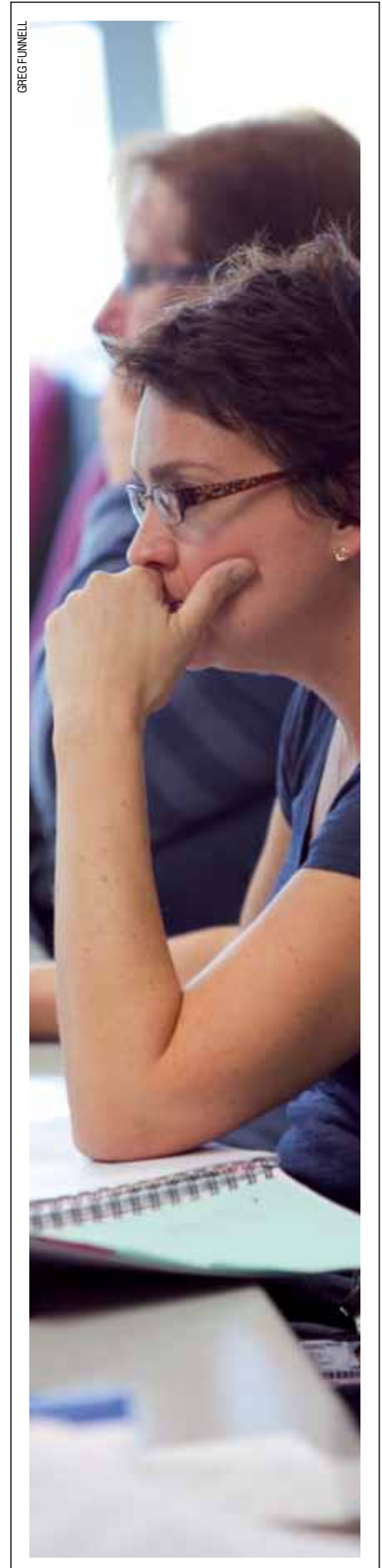
**KSF MAPPING:** HWB1, HWB6, HWB7

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## Term dates

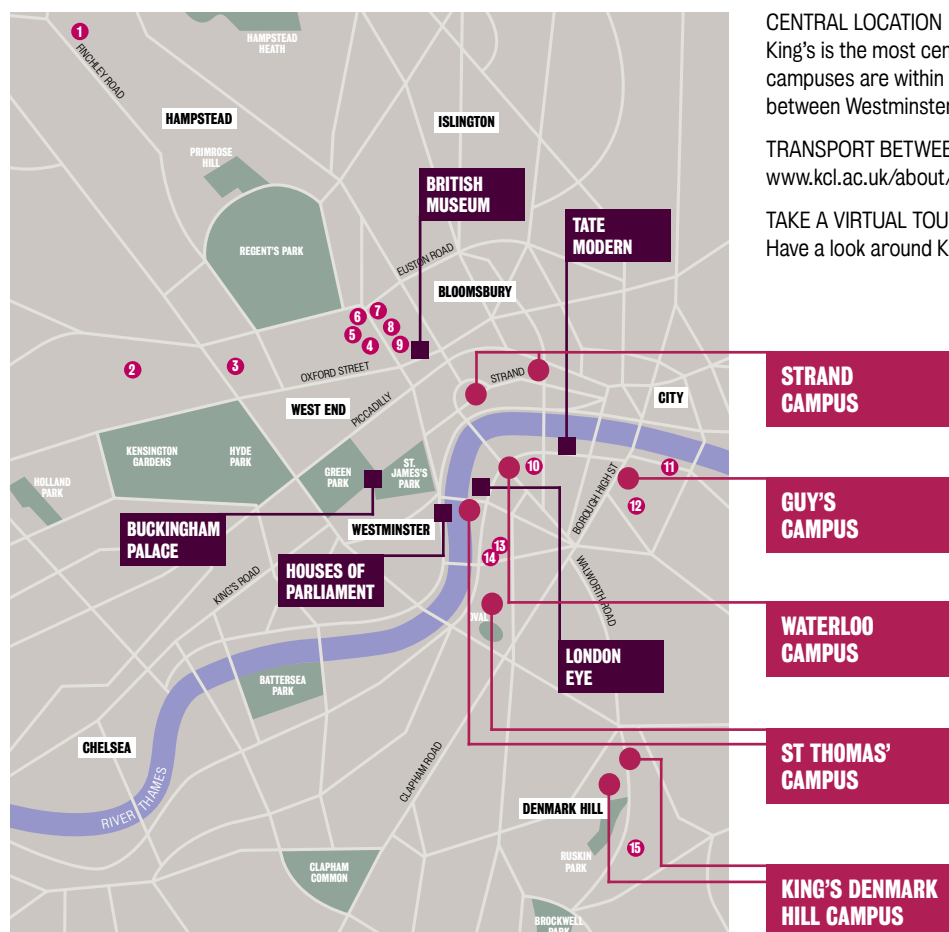
The provisional term dates are:  
26 September – 16 December 2011  
9 January – 30 March 2012  
23 April – 13 July 2012

## Registration

Registration for new students takes place the week beginning 19 September 2011 for term 1, the week beginning 2 January 2012 for term 2 and the week beginning 16 April 2012 for term 3.

## Degree awarding powers

In July 2006 the Privy Council granted the College degree-awarding powers in its own right. The College enacted these powers at the start of the 2007-8 academic year for the vast majority of its degree-awarding programmes. As the new degree indicates, King's remains a constituent College of the University of London. The enactment of this change in awarding authority does not affect the degree programme curricula, the teachers or the methods of teaching, the modes of assessment, or the high quality of the academic and associated support provision.



### CENTRAL LOCATION

King's is the most central university in London. Four of its five campuses are within a single square mile beside the River Thames between Westminster and London Bridge.

### TRANSPORT BETWEEN SITES

[www.kcl.ac.uk/about/campuses/transport](http://www.kcl.ac.uk/about/campuses/transport)

### TAKE A VIRTUAL TOUR

Have a look around King's from your home: [www.kcl.ac.uk/tour](http://www.kcl.ac.uk/tour)

### HALLS OF RESIDENCE

- 1 Hampstead Campus
- 2 – 9 Intercollegiate Halls
- 10 Stamford Street Apartments
- 11 Wolfson House
- 12 Great Dover Street Apartments
- 13 The Rectory
- 14 Brian Creamer House
- 15 King's College Hall

## Disclaimer

The following message contains some very important information. Please read it before you use this prospectus.

This directory was printed in December 2010. It contains information on the post-qualification programmes that the Florence Nightingale School of Nursing and Midwifery intends to run for students who are planning to start a course in the 2011-12 academic year. The School has made every effort to ensure that the information provided is both helpful and accurate, and that it is kept as up-to-date as possible – however, this information is subject to change. Some circumstances (such as staff changes or resource limitations over which the School has no control) or the level of demand for a particular module may result in the School having to withdraw or change aspects of the programmes detailed in this directory. This could include, but not necessarily be limited to, programme/module content, staffing, the location where the programme/module is taught, and the facilities provided to deliver the programme. Prospective candidates should note that, in the event of such circumstances occurring, the School cannot accept liability for any claims for costs or damages made by a student resulting from any change to, or withdrawal of, a programme/module that he/she had intended to study. For this reason it is particularly important that you should check the website for updates ([www.kcl.ac.uk/nursing](http://www.kcl.ac.uk/nursing)) or contact the School using the contact details contained within this publication.

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